

# ATHLETIC JOURNAL

Vol. XXVI, No. 6

February, 1946



## Basketball

Ford L. Case  
Charlie Turner

Floyd H. Baker  
Richard Christensen  
Cliff Wells

## Track

Raleigh H. Holt

## Baseball

J. E. Wilcox

## Swimming

Dick Papenguth

## Wrestling

Art Griffith

## Hockey

Charles B. Arthur

## Fencing

Alvar Hermanson

## Games Are Tools

H. S. DeGroat

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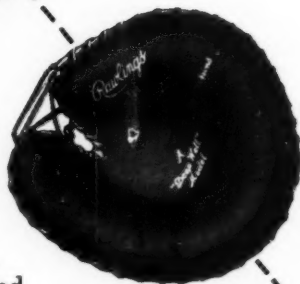


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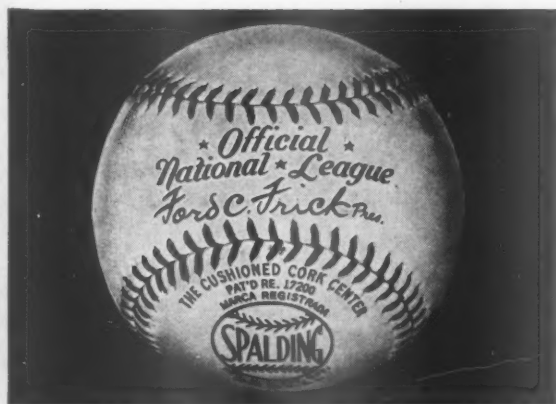
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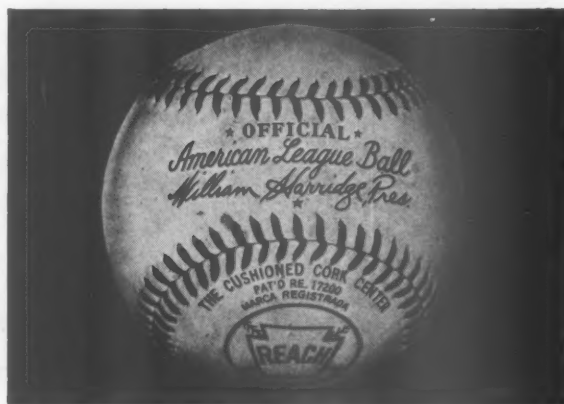
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### FRONT COVER PICTURE

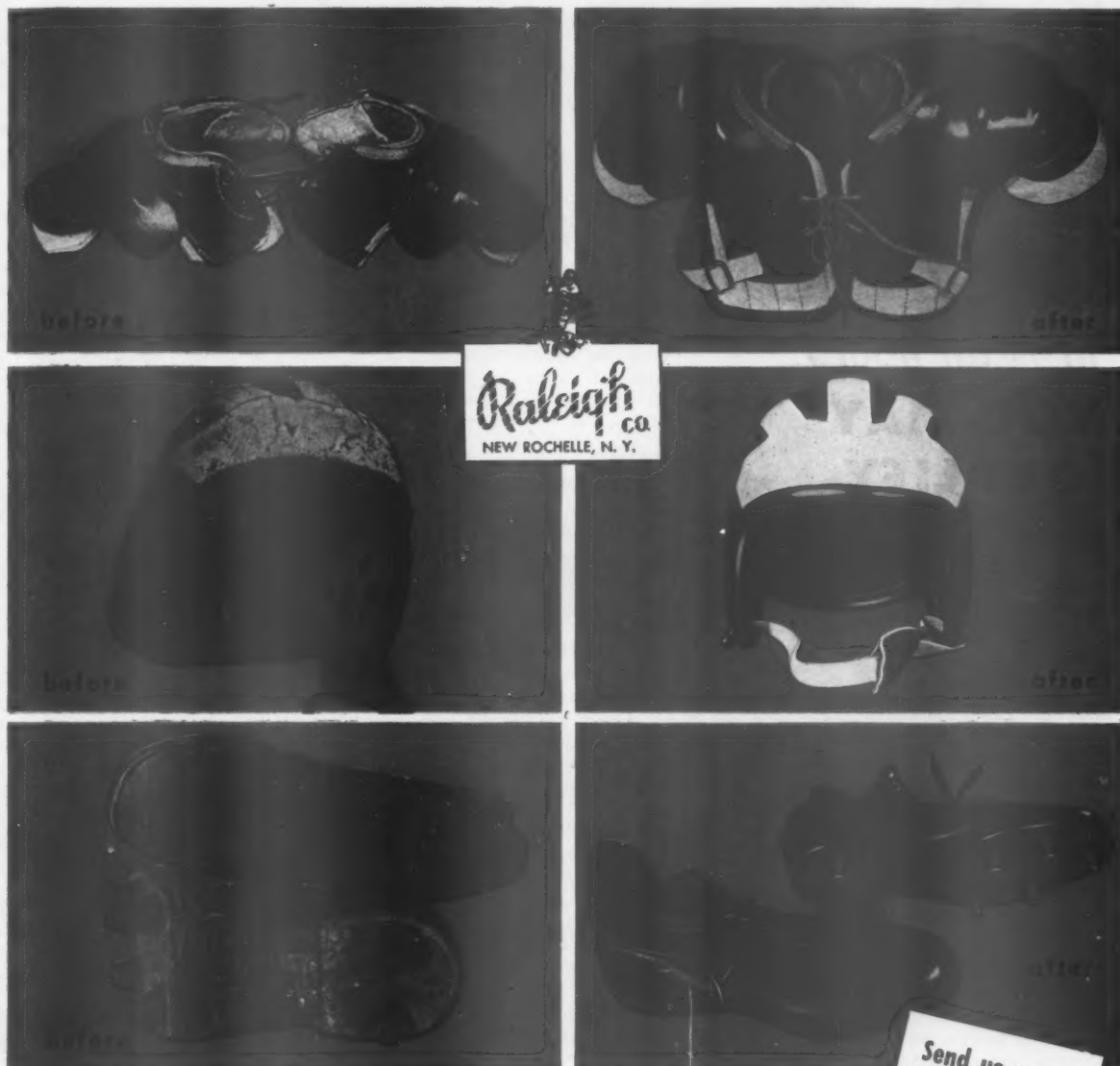
Bob Carroll of the University of West Virginia starts a jump shot. Dick Sherman of Long Island University tries to prevent the shot. West Virginia won 59-51.

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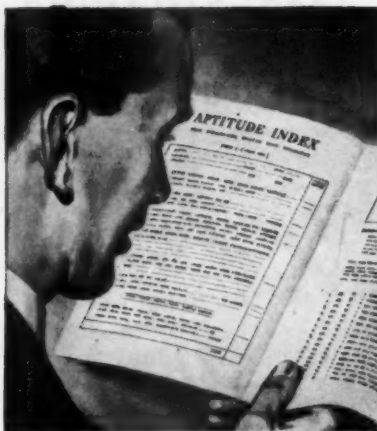
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A-10

## from here and there - - -

**L**EWIS CASWELL, physical director at the Quincy, Illinois, High School since 1943, has been named director of athletics at Eureka College, Eureka, Ill. He will direct the basketball squad for the remainder of the year, replacing Kenneth Cook. . . . Blake Walker, Yale quarterback for three years, who served as an ensign in the navy during the war, has been named as an assistant coach at his alma mater. . . . J. O. "Buddy" Brothers, assistant football coach at Tulsa University for the past five years, has been named head coach. . . . Roger Potter, coach of the Moline, Illinois, High School basketball team, has been discharged from the navy, and has returned to his coaching post.

\* \* \*

**J**OHAN TRACY, who resigned as head basketball coach at Mt. Carmel High School, Chicago, has been named basketball coach for Loyola Academy's junior and senior basketball teams. He succeeds John "Hicks" Connelly, who resigned to enter the real estate business. . . . Bernie Crimmins has been named assistant football coach at Notre Dame. The former Irish grid star served as a PT boat captain in the Pacific during the war. . . . Frank Leahy, Notre Dame's athletic director and football coach, and Lou Little, Columbia football coach, were guests at a recent luncheon in New York City, given by the U. S. Rubber Company, sponsor of the "Television Quarterback," a radio program which was aired each Friday night during the football season. Mr. Leahy is sports director of the Keds Division of the rubber company, and Mr. Little served as "television quarterback" for NBC television.

\* \* \*

**H**AROLD "RED" DREW, end football coach and track coach at the University of Alabama, has been named head football coach at the University of Mississippi. Claude M. "Tod" Smith is Mississippi's new athletic director. . . . Paul "Bear" Bryant has been named head football coach at the University of Kentucky, succeeding Bernie Shively, athletic director, who also held that position. . . . Henry Leucht, football coach at Mt. Lebanon High School, Pittsburgh, for the past sixteen years, has been named head football coach at Washington and Jefferson.

\* \* \*

**I**NDIANA UNIVERSITY has underway the establishment of a school of health, recreation and physical education. The school will have four departments: physical education for men and women in

all schools of the University; health and safety courses, research and graduate study; recreation and intramural sports designed to equip men and women to act as directors of community and school recreation programs, and professional physical education.

\* \* \*

**A**LDEN W. THOMPSON, for nine years dean of the school of physical education and athletics at the University of West Virginia, and more recently a lieutenant commander in the navy, in charge of physical training and recreation at the Great Lakes Naval Training Center, has been named divisional director of health education and athletics at Wayne University, Detroit. His experience also includes direction of recreational programs for the Federal Security agency, and a period as head of the athletic program at the Westchester Teachers College, Westchester, Pa. For a number of years, he was director of athletics for the Michigan Department of Public Instruction, and he had professional coaching experience at Battle Creek, and Grand Rapids.

\* \* \*

**C**HARLEY GELBERT, once a star shortstop for the St. Louis Cardinals, and recently released from the navy where he served as a lieutenant commander, has been named head baseball coach at Lafayette College, Easton, Pennsylvania. He will act also as assistant football and basketball coach.

\* \* \*

**T**HE University of Detroit will have a track team this year for the first time since 1941. The new track coach is Dr. Bernard F. Landuyt, former coach at Illinois College, and in the Philippine Islands. . . . Edward W. Krause, head basketball coach, and assistant football coach, on leave of absence from Notre Dame, has been released to inactive duty by the Marine Corps. He will not resume his duties until this fall. Elmer Ripley, on leave of absence from Georgetown University, is Notre Dame's present basketball coach. . . . Glenn "Red" Jarrett, head football coach at the University of North Dakota since 1942, has been named acting director of athletics, succeeding C. A. "Jack" West, who resigned. . . . E. Arboit, football and basketball coach at the Spalding Institute, Peoria, Illinois, has been named head football coach at St. Ambrose College, Davenport, Iowa. During the past eight years, his Spalding football teams had a record of fifty victories, twelve defeats, and three ties. They were undefeated in 1938, 1942, and 1944.

(Continued on page 56)



# HELP FOR TRACK AND FIELD COACHES

Can you use some coaching help with your track and field squad? *How about a hand from Leo Johnson* whose University of Illinois team won the Big Ten Outdoor Championship in 1945? *What about an assist from Tom Jones*, dean of America's track and field coaches, whose 34 year record at the University of Wisconsin is studded with championships?

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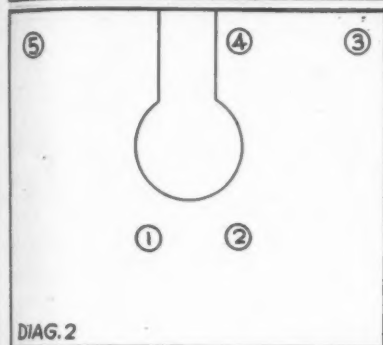
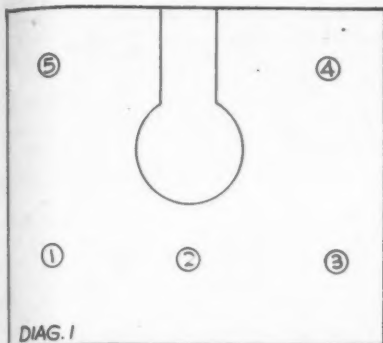
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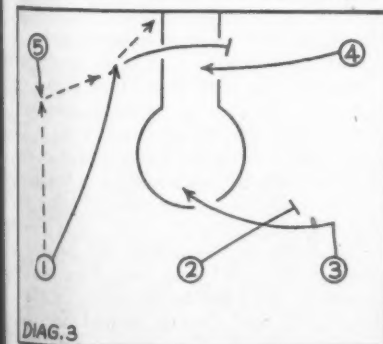
NOKONA, TEXAS



THE offensive continuity to be described has worked effectively against either a man-for-man or zone defense. When this continuity is used against a man-for-man defense, many screens are made possible. Against a zone defense, the continuity can "overload" a zone, setting up three against two, or two against one. The continuity may start with three players in the front line, and two back, as shown in Diagram 1, or with two players out in front, and three back—one a post player—as shown in Diagram 2.

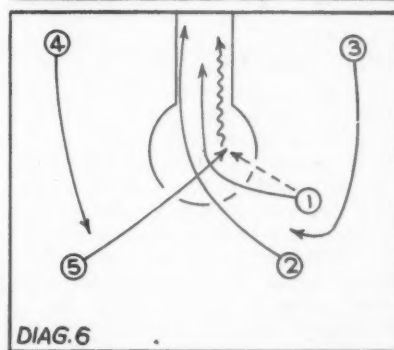
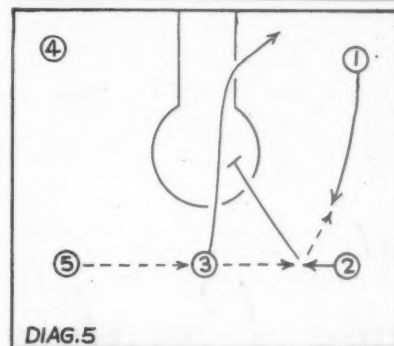
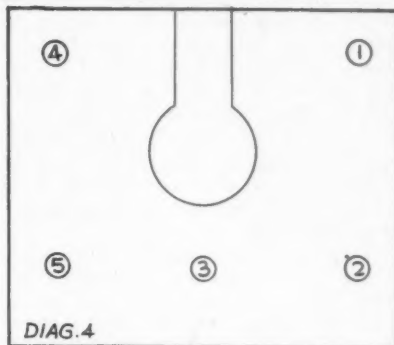
As shown in Diagram 3, when playing against a man-for-man defense, 1 brings the ball down into the front court, and passes to 5. Then, 1 cuts for the goal. If he is open, he receives a pass. If not, he screens for 4, who cuts around the screen for a left-handed shot. Two screens for 3, as they keep their guards busy.

If the play does not work, 5 dribbles the ball out, and the players are now in the position shown in Diagram 4. Five passes to 3, if he gets open. If not, 2 may pass



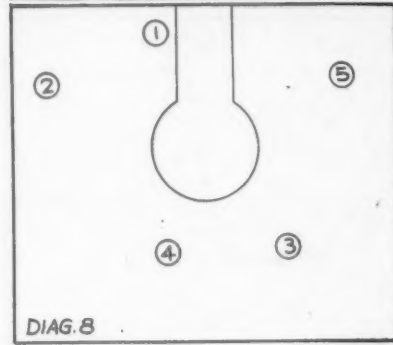
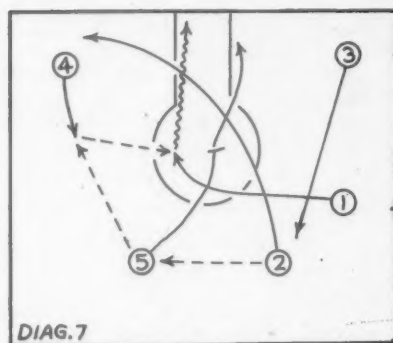
# Combination Offense

By Cliff Wells  
Basketball Coach  
Tulane University



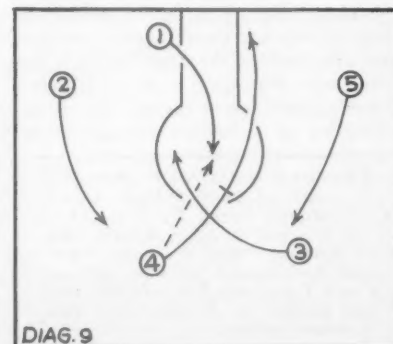
to 1, and cut for the goal, forming a screen for 5 on the free throw line, as 1 passes to 5 cutting for goal. One rebounds through the middle, as 3 comes out in front, with 4, to act as the trailers. This play may be worked on either side of the floor, as shown in Diagram 6.

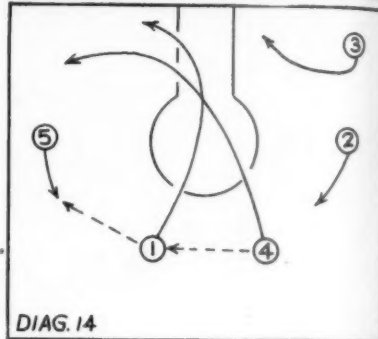
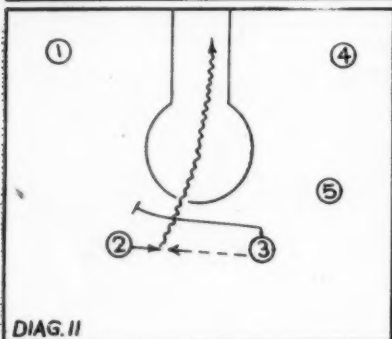
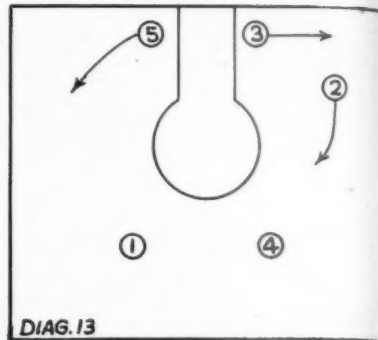
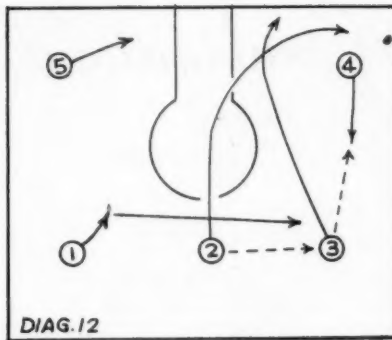
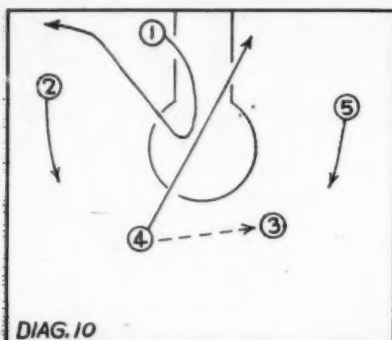
Returning to the set-up shown in Diagram 5, should 2 pass to 5, and 5 pass to 4, then the play, as shown in Diagram 7, would materialize. As 2 passes to 5, he



cuts for the goal. If he is open he receives a pass, if not, the ball goes to 4, who meets the pass, while 5 cutting for goal, screens the pass. If not, the ball goes to 4, who meets the pass, 5 cuts for the goal, screens for 1, at the free throw line, and 4 passes to 1, if he gets open going in. Four follows in middle lane, if he passes to 1. If the play is stopped, and 1 is not open, he brings the ball out and the set-up is that shown in Diagram 8.

If 1 is tall and is the pivot player, he should come out to the pivot spot, receive a pass from 4, and as 4 cuts for the goal, 3 cuts in behind him—illustrated in Diagram 9—as they cross over. One passes to either player who may be open, or he fakes to each one, and then takes a pivot shot, or he makes a pass out for a spot shot by 2, or 5. If 1 fails to get open on the pivot, he turns, as shown in Diagram 10, and goes to a corner of the court, making certain, however, that the ball is on that side of the floor. To continue the offense, 4 passes to 3, and cuts for the goal. If he gets open, 3 passes to him. If not,





3 passes to 2, who should be fast and a dribbler, and 3, instead of cutting for goal, screens for 2 who dribbles in for a shot.

Against a sliding zone, the continuity works to create overloading, and a chance for a shot. Good, quick passing is essen-

tial, as well as spotting of the players on the court so that a player on defense cannot guard two offensive men. The men are placed so as to afford good long shooters the chance to make their shots, and also to have tall players in good positions for rebounding. No matter how one plays against any type of zone defense, it is necessary to have good long shooting, and good rebounding.

Diagram 12 shows the start of this continuity, with three men out in the front line. Two passes to 3, and cuts to the goal and a corner. Three passes to 4, on his spot, and, if he is open 4 shoots. If not, he passes to 2 for a corner shot, as 3 cuts in and toward 2. If 2 cannot get a shot, he bounce passes to 3, and, as the defense slides in on him, 3 passes out quickly to 4 for a spot shot. If the defense stops the play, 4 brings the ball out, and the continuity moves the ball

around to try the play on the other side of the court. Three and 5 must move as shown in Diagram 13. The play shown in Diagram 14 illustrates how the continuity would work on the opposite side of the court.

# Pre-Tournament Training Procedure

By Charlie Turner

Basketball Coach, Paschal High School, Ft. Worth

**T**RAINING procedure which helped bring my basketball team at Paschal High School up to championship caliber in 1945, began early in September, 1944. We are following the same procedure this season. Briefly, our training is carried out along the following lines:

In September, I have my boys play volley ball every day. This teaches them the hand touch, gives them practice in jumping, teaches them to play together, and affords them the opportunity to become well acquainted with each other. Knowing each other's personality and peculiarities is an important game factor.

**CHARLIE TURNER**, basketball coach of Paschal High School, Fort Worth, Texas, has a record of 148 wins and 39 losses in eight years of coaching. After two years at Paschal, his record is 49 wins, 6 losses. Coach Turner won letters in basketball and football at North Texas State Teachers College.

They run relay races against each other to build up speed. Running on a two-mile course each day strengthens their legs, and builds up endurance. The boys play touch football outside on warm days in order that they may "soak up" sunshine. They also run forty-yard sprints daily.

It is October, before we go to the gymnasium for the first time. Here, we work every day on one-hand push shots, and on free throw shots. We start our work also on left-hand shooting. This, too, is done every day, and I insist that the boys learn left-hand shooting in order to fit in my offensive situations. About October 15, we start working on passing, and we continue working on passing every day for the remainder of the season. We carry out many kinds of pass drills, giving attention to two-hand push passes, left-right passes, bounce passes, and back-hand passes. The drills include both left- and right-hand passing. I insist that our men learn to pass to post men.

By November 1, we are ready to start working on our offense, beginning with a simple situation such as the one shown in Diagrams 1, 2, and 3. Next, we work on a fast break from the defense, as illustrated by Diagram 4. We work on fast breaks from free throws, if the team makes the shot (Diagram 5), or misses it.

In December, we begin practice on individual defense. Then, team defense work begins, and we scrimmage for the first time. On December 6, we begin early season games, concentrating on shots and passing. Mistakes made in early games are corrected, so that the players may gain self-confidence.

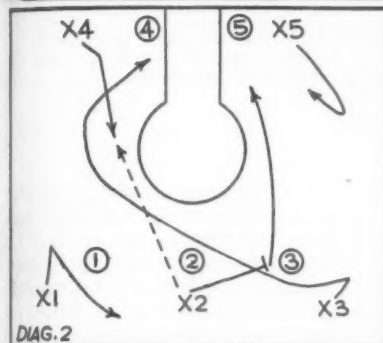
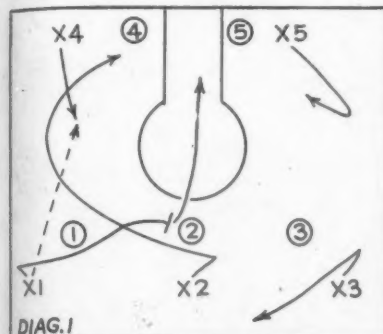
By January 4, when the conference games start, we are ready.

The five accompanying diagrams illustrate the plays which were mentioned. As shown in Diagram 1, X1 passes to the post man X4, and then goes across to screen 2. X2 fakes to the right, then cuts fast behind X1, and on around X4. X1 then cuts fast to the basket. X5 comes out momentarily, then follows in for a rebound. X3 fakes, then comes back deep for defense.

As shown in Diagram 2, X2 passes to the post man X4, and then goes out to screen 3. X3 fakes to the right, cuts fast behind X2, and then on around X4. X2 then cuts fast to the basket. X5 comes

out slightly, and then follows in for a rebound. X1 fakes, and then comes back deep for defense. X3, coming around, will be open, if the defense is a close man-for-man style. X2 will be open, if players are switched by the defense.

As shown in Diagram 3, X2 passes to the post man X4, and then goes out to

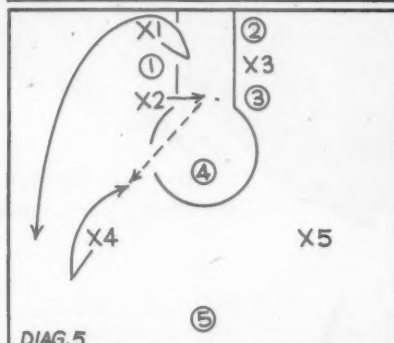
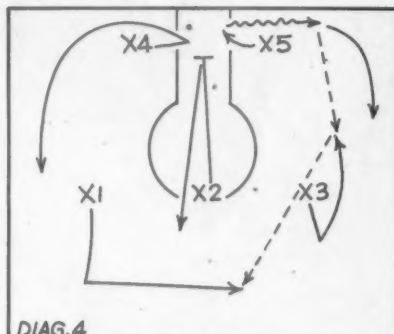


screen 1. X1 fakes to left, then cuts fast behind X2, and then down the center. X2 then cuts fast to the basket, while X5 comes out slightly, and then follows in for a rebound. X3 fakes, and then comes back deep for defense. X1 should be open, if the defense is a close man-for-man type. X2 should be free, if the defense switches its men.

As shown in Diagram 4, X5 takes a rebound, and passes to X3 who has faked toward the basket but who comes back. X3 passes to X1. X5 cuts down the floor on the outside. X4 cuts down on the opposite sideline. X2 covers down the center of the court, while X3 remains back for defense.

As shown in Diagram 5, X2 takes the ball from a rebound, passes to X4 or X3. X2 comes down the center of the court, and X5 breaks across the court for a pass from X4, while X1, and X3 break fast

down the sidelines. If either X1, or X3 takes a rebound, he will pass to X4, or X5, and then go down the center of the court, while X2 takes the passer's place on the sideline. Following a successful free throw shot, X1 takes the ball out of bounds quickly, and the play situation is the same as described.



## The Athletic Institute in 1946

COLONEL Theodore P. Bank, president of The Athletic Institute, has announced the Institute's 1946 plans for the promotion of physical fitness in America through athletics and recreation.

Besides its normal activities of motivating, and cooperating with, state and municipal officials and other public and private agencies in regard to their responsibilities for adequate facilities, programs, and leadership in athletics and recreation, the Institute intends to continue its nation-wide educational program through periodic publicity releases. Not only will the Institute emphasize 100 per cent athletic and recreation participation for the youth of the country, but also for adults. Consequently, the interest in, and cooperation with agencies and organizations interested in promoting community and industrial recreation programs, will be continued.

Current projects which will stimulate new programs, broaden the scope of existing programs and, in general, arouse an increased individual, group and community consciousness in regard to the need

for athletics and recreation, are now in preparation.

### Living War Memorial Brochure

Nearing completion is a thirty-six page Living War Memorial brochure. This booklet will contain detailed plans, drawn up by leading architects, for various sized community sports and recreation centers, as well as fundamental information pertaining to methods of organizing, financing, and administering such projects. When completed, this brochure will be mailed to the mayors of every community between 2,500 and 100,000 population in the United States, as well as to other interested community officials, groups, and individuals.

### Sports and Recreational Sound Movie Short

Another current project is the production of a twenty-minute sound movie depicting the value of athletics and recreation in building a stronger, happier, healthier America, and in helping to solve juvenile and adult delinquency problems. When completed, this film will have a wide distribution throughout the United

States, and it will be made available to groups, agencies, and individuals for community showings.

### Expert Field Consultants

An additional feature of the Institute's 1946 program is the employment of several qualified sports and recreational field representatives for service throughout the United States on a state and local community level. They will be made available to assist local municipal planning committees and city officials in surveying facilities and in planning programs, and to give expert advice on future expansion.

These field representatives will also be made available as consultants for dealers and distributors of sporting goods equipment throughout the United States in regard to special local community sports and recreation problems and promotional projects.

### Research Projects

As of January 1, 1946, The Athletic Institute began sponsorship of research projects at the University of Illinois, where a thorough study will be made of the various effects of competitive athletics with relation to the physical well-being of individuals. Upon completion of each research project, extensive national publicity will be given to the results.

# The Flying



Elroy Heidke, American record holder from Purdue University, is shown in a starting position, at the left. The above picture shows Heidke demonstrating the flying breast stroke.

By Dick Papenguth  
Swimming Coach, Purdue

A NUMBER of years ago when the flying breast stroke first made its appearance—a stroke where both arms are lifted out of the water for the recovery—many people thought it was something new. It was not, however, for it had been tried in Europe long ago, and the writer remembers using it as a boy, calling it "horse-fashion." It has been called the "Wimpy," the butterfly, and the flying breast stroke. The last mentioned is now the accepted term.

The first 100-yard race in this country, where one swimmer used the flying stroke, and another used the orthodox form, was swum in the East in 1934. The man using the flying style was swimming against the 100-yard world record-holder. The flying breast-stroker took the lead at the start, and he was considerably ahead at the end of the first fifty yards. From there on, however, the orthodox-style swimmer gained gradually, and on the last length of the race, he went into the lead, winning easily.

This race seemed to offer convincing evidence that the flying stroke was a "killer," and could not be done for long distances. Thus, it was accepted as a sprint stroke. In 1935, the International Swimming Federation accepted this style of swimming for official competition, and it began to make its appearance in races. Some swimmers would use it at the start, returning to the old style stroke to finish.

Some would use it at the finish of the race, others during the middle part. This made breast stroke races much more interesting than they were formerly, as the lead would change many times during the course of a race. This variety brought a renewal of interest in breast stroke racing, and coaches began further experiments with the stroke, especially the flying type.

In 1937, we decided that the flying stroke could be used for the entire distance in a long race, and that it could be done in an easier manner. We began working in our athletic club classes with youngsters of five and older. Each one was given the fundamentals of the flying stroke in class work, and he was given both land and water drills. We kept in mind the fact that in 1903, when the American crawl stroke, with the flutter kick, was first introduced, it too was accepted only as a sprint stroke, but, in later years, became the outstanding stroke for all distances. Working on the theory that sufficient practice should enable a person to swim the flying breast stroke for any distance, we concentrated upon perfecting it for distance. We have had many swimmers use it successfully.

We noticed that youngsters could do the flying stroke with comparative ease. Since they did not have the "brute" strength thought to be necessary for this stroke, and yet were able to swim it for a number of lengths without stopping, their performance caused us to consider new possibilities of proper form and rhythm. If sheer strength were necessary, the youngsters would not be able to "fly" so easily. So, how did they do it?

Watching carefully, we noted that on the first part of the arm stroke, they let their hands slide forward through the water, and then, when their hands were approximately about one third through the stroke, took hold of the water and pulled, or rather pushed, themselves ahead. This was a vastly different style than that employed by older and stronger swimmers. A swimmer of this class took hold of the water on the first part of his stroke, and lifted part of his body out of the water, and, at this time, took his breath. A great deal of strength was used in such a procedure, and, at the same time, it made his feet sink so low that most of the effort created only an up-and-down motion in the water, instead of a forward-propelling force. Since the youngsters were able to get their breath, and yet keep their legs up higher in the water, it was apparent that they had come upon a natural, effective flying stroke method. They got their breath on the push part of the arm stroke, and thus could not lift their bodies and heads high out of the water. Thus all of the energy expended created a forward motion.

The power of the legs was applied, as the arms were lifted out of the water. Through use of this rhythm, the youngsters obtained a glide in the stroke, as is done in the orthodox form, and they were able to rest at the end of each recovery of the arms. It seemed that, since the speed in the regular breast stroke is on the glide, that such a glide also must be helpful in the flying stroke. Yet, none of the older swimmers used a glide. Keeping in mind that in the orthodox stroke most of the

# Breast Stroke



Patty Aspinall, above, stays low in the water while getting her breath. Coach Papenguth, at the right, explains how the arms should be pulled underneath the body during the stroke.



power is derived from the legs, while in the flying stroke most of the power comes from the arms, we attempted to work out a way of using both to advantage in the flying type. We believed that by obtaining power from both the arms and legs, one should be able to go much faster, and, with the glide, one should be able to go longer distances.

Profiting from the children's example, we tried the new method on our older and more experienced swimmers. Much to their surprise, they were able to go 250 yards without stopping. After several practice sessions, it was apparent that they could swim a half mile, and it was not long before they could swim any distance, using the flying stroke as we were teaching it.

After working on this for several months, the older swimmers who had been doing 1:12 for the 100 yards, using the regular breast stroke style, soon dropped—with the flying stroke—to 1:06, which was the record for breast stroke at that time. One sixteen year-old boy did 1:04.5 in practice. Unfortunately, he was a diver, and did not continue to swim in competition, after he entered college, or we would have heard more about him. At this time, swimmers throughout the country improved their strokes, and the world record times for breast stroke events were lowered.

We continued to work with the youngsters in the classes, making them swim the flying breast stroke exclusively, and at long distances. Most of these children were under twelve, and many of the leading coaches of the country would not believe

that these youngsters were "flying" miles without stopping. In 1938, one of these pupils, a girl, age twelve, made her first attempt to break the American record for 200 yards, a record which had been standing for many years. To the surprise of many swimming coaches, she broke this record. The astonishing thing about the feat was that she used the flying breast stroke for the entire distance, something then done by few men. This girl was Patty Aspinall, whose record was accepted by the A. A. U. Many coaches, however, were skeptical until her later performances convinced them.

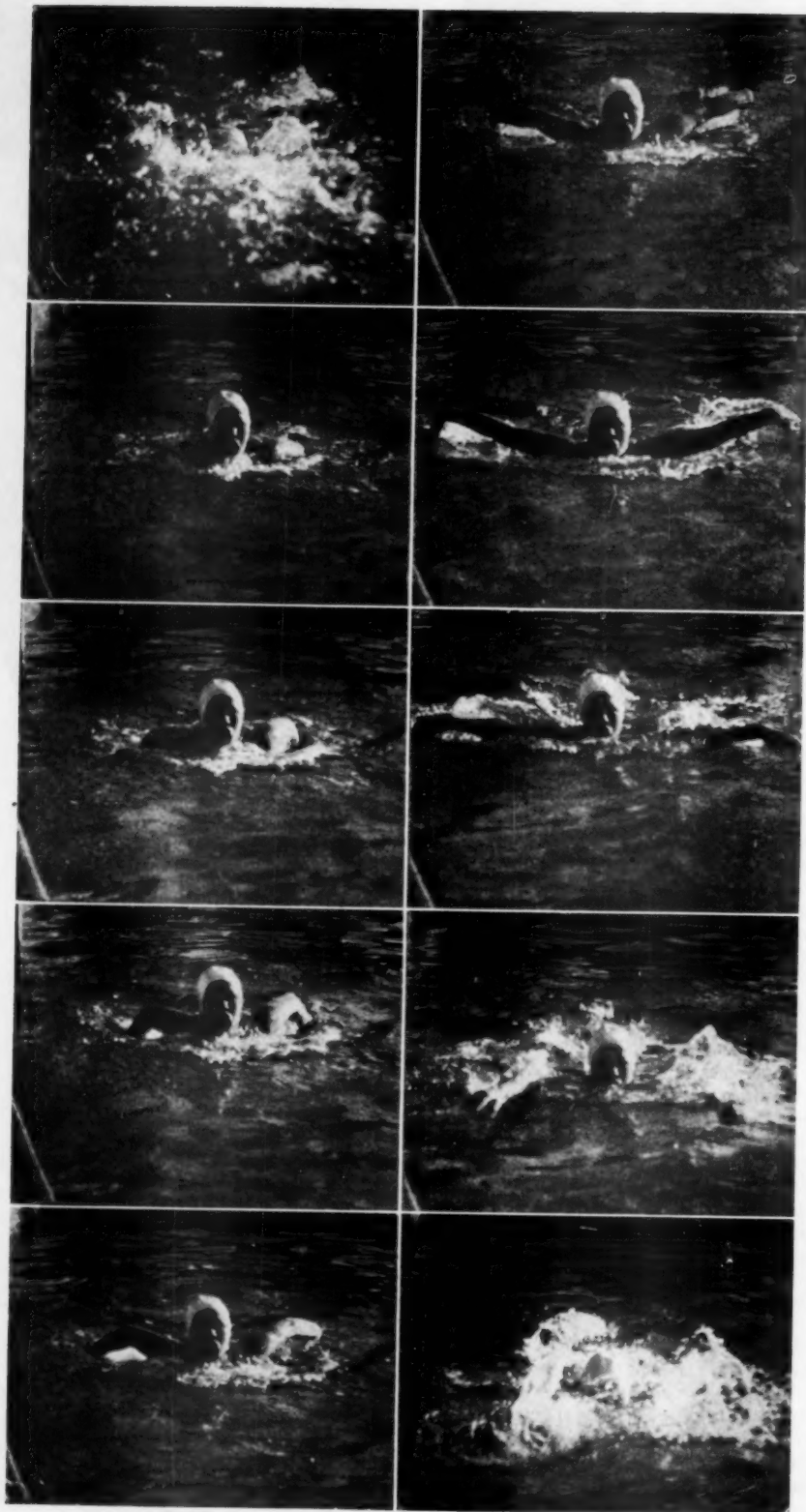
Since that time, Patty has broken every record up through the 440-yard distance. She lowered the 220-yard mark to 3:07.8, which is almost seven seconds better than the record in 1939. Other youngsters from those early classes have gained deserved distinction. When Patty won the national title in 1941, our former pupils—her team mates—June and Joan Fogle, were second and third. June won the indoor breast stroke title in 1943, and Joan has become an outstanding swimmer, winning titles in free style, and back stroke, as well as being the champion in medley swimming.

Continuing, at Purdue, with the idea that a swimmer should be able to "fly" for any distance, we began to work with Elroy Heidke, a sprint breast-stroker. After he worked very hard on distance—"flying" two or more miles each day—it paid dividends in his sprinting. He was able to break the American records at 50 yards, 50 meters, and at 150 yards. Contrary to many coaches' opinions, he developed into an excellent 220-yard swimmer, and placed

second in the men's national championships. In practice, before going into the navy, he swam several seconds under the world's record for the 220-yard breast stroke.

Just now at Purdue, we are working with Jeanne Wilson, a breast-stroker who was formerly a sprinter. She had not "flown" over 250 yards, so we had to show her it could be done, and make the necessary changes in her distance and sprint strokes. Now, she swims miles of flying breast stroke daily, without tiring, and the distance workouts have improved her sprinting, and enabled her to swim the longer races. Swimming in the 100-yard event at the women's nationals in Chicago last spring, Jeanne set a new American record of 1:15.1, defeating the former indoor and outdoor champions, and the record holder for this event. The outdoor nationals in California in August 1945 found her second, by a touch, in the 200-meter event. She was the winner in the 100-meter contest going away at the finish. On November 29, 1945, she lowered the 50-meter American record of :37.9, set by Peggy Pate in 1941, to :37.2, and the following day she lowered it still further to :36.6.

I have attempted to offer proof that the flying breast stroke may be used for either sprinting or distance. All Purdue breast-strokers do at least a mile of swimming daily, using the flying stroke exclusively.



Patty Aspinall, American record holder, demonstrates the flying breast stroke, as it was taught her by Dick Papenguth, swimming coach at Purdue University. As a champion, her records included flying breast stroke events ranging from 200 yards to 400 meters.

In addition, they kick for at least a half mile, and use only their arms for another half mile. Our theory is that if you want to do anything well, you must have ample practice.

The flying breast stroke is divided into two distinct classifications—the sprint and the distance stroke. Although both are swum in a similar manner, the timing is somewhat different for each stroke. For example, we use a glide in the distance stroke, and very little glide in the sprint stroke. The arm pull is the same, and the leg kick is done in a similar fashion, except that the width of the kick is shortened for the sprint, in order to speed up timing.

The distance or glide stroke should be done in the following manner: Start with the body stretched out over the water, with both arms out in front in a gliding position. Allow the arms to drift down in the water, in a straight but relaxed position, until they reach a depth of twelve to eighteen inches under the surface. At this point, the finger tips and palms should take hold of the water for the press. As the arms reach a position perpendicular to the body, the press and push should be started. The head begins to lift, as exhalation starts through the mouth. At the point of maximum power of the arms, the legs should start into position for the leg drive. As the arms finish their push, and come out of the water, the head is raised so that the chin is just out of the water, allowing the swimmer to obtain a full breath through the mouth. As the arms come over the surface in a relaxed manner, the legs start their drive with a full kick which helps to lift the arms forward. The finish of the leg drive impels the body forward, while the arms are extended in front of the head. At this point the glide takes place, and there should be considerable momentum from the power applied by both the arms and the legs. During the glide, the breath is held for a short time so that the body will have more buoyancy. As the momentum begins to decrease during the glide, the next stroke should be started. The length of time between strokes depends upon the individual, and the amount of power he is able to derive from his arms and legs. The swimmer should not wait until he comes to a dead stop between strokes, while he is practicing, for it is difficult to start each stroke unless there is some forward motion. The timing in this rhythm is *pull, kick, and glide*, with the power from the arms and legs applied alternately, and thus equalized.

For the sprint stroke, the timing changes so that there is very little glide. Instead of starting the stroke with the arm pull, the stroke is started with the leg kick, which is shortened considerably in width. This is done to speed up the timing. Thus, we have a *kick, pull, kick, pull*

(Continued on page 36)

# Basic

## Defensive Play

By Floyd H. Baker

Richmond, Indiana, Senior High School



**I**N MAKING a study of man-for-man defensive play, I have found that the whole thing "simmers down" to a situation where two offensive players are against two defensive players. Of the two offensive players, one is the player with the ball, and the other is the player who is either passing to him, or cutting off from him. If the two defensive players are able to solve the offensive maneuvers of their two opponents, a team's defense is approximately ninety per cent on its way toward being effective.

In the accompanying diagrams, I have attempted to show some of the "two versus two" situations, which happen most often in a game, and how to solve them by changing men, or "switching" on defense. There are, also, some drills shown which will prepare players for such situations, as they materialize in a game at various places on the playing court.

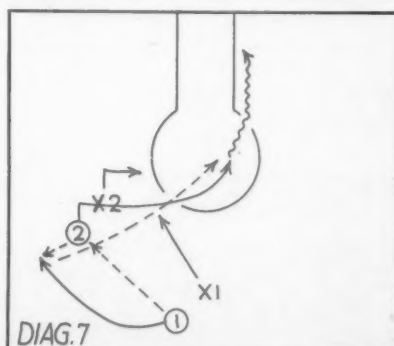
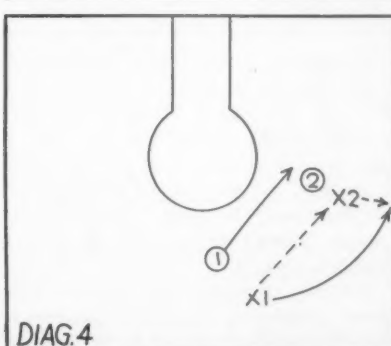
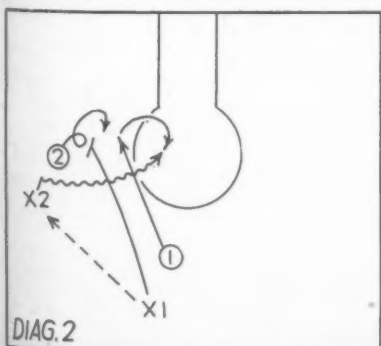
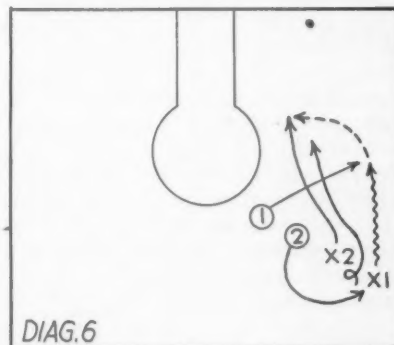
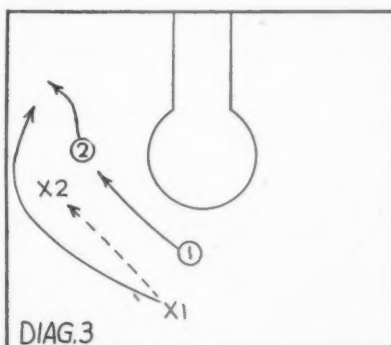
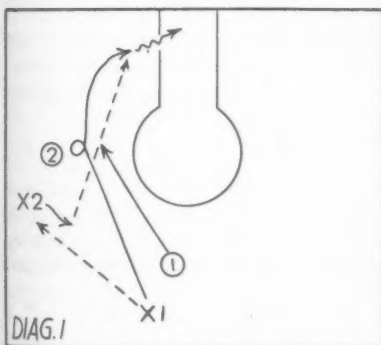
Diagram No. 1 shows an inside rolling screen which is very difficult to solve. X1 passes to X2, and follows his pass in to screen O2. X2 starts toward the inside, and, as O1 waits to pick him up, X1 rolls, and keeps on going, so that he is open for a high, "soft" pass from X2, and an open

shot. This play may be stopped by changing, only if X1 holds his screen, and X2 comes inside. If a change is made, O2 must roll off X1, as shown in Diagram 2. If X1 does not hold his screen, no change should be made.

Diagram 3 shows a situation where X1 passes to X2, and then breaks around the outside. A change of men on this situation, as is shown when O2 takes X1, and O1 takes X2, solves it safely, regardless of whether X2 re-passes to X1. Diagram 4 shows a situation where X1, passes to X2, and where O1 is behind O2. X2 is in position for a set shot, usually, and unless driven out, he will score on this unmolested shot. Diagram 5 shows how my players solve this situation. O2 goes to the inside of the screen, driving X1 into a dribble to the outside, and toward both the side and end lines. Then, O1 picks him up, and O2 rolls to the inside off X2, so that he is again between X2 and the basket. If X2 breaks quickly for the basket, as shown in Diagram 6, O2 must put up his hands against a possible high pass, and O1 must go into block a high pass. A low pass would not get through from X1 to X2.

Diagram 7 shows a "two versus two" situation which was popular with the original New York Celtics in their so-called "Buddy" system of offense which was based mainly on "two versus two" situations. O1 passes to O2, goes outside, stops, and receives a return pass from O2. When O1 stops, he puts X1 behind X2. After O2 has passed to O1, he breaks toward the

(Continued on page 54)



# Out-of-Bounds Plays

By Richard Christensen

Basketball Coach, Richmond, California, High School

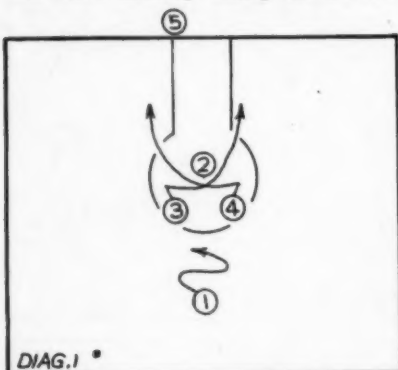
A NUMBER of well-drilled out-of-bounds plays must be included in the offensive repertoire of any basketball team, if it wants to score quick baskets at crucial times. A recent game at our school demonstrated very clearly the importance of such plays. It was a practice game which our lightweight team won by the low score of 19-17. Of the nineteen points, the lightweights scored six on out-of-bounds plays, almost a third of its total.

To be successful, out-of-bounds plays must be well-executed, and understood thoroughly. Such plays must be practiced daily for some time before players will react instantly during the nervous

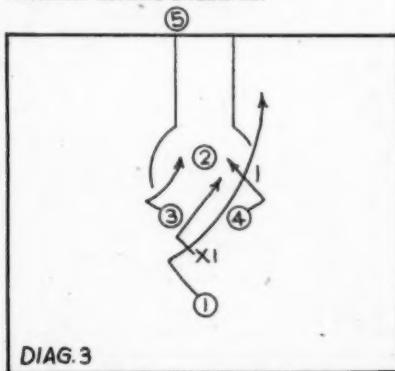
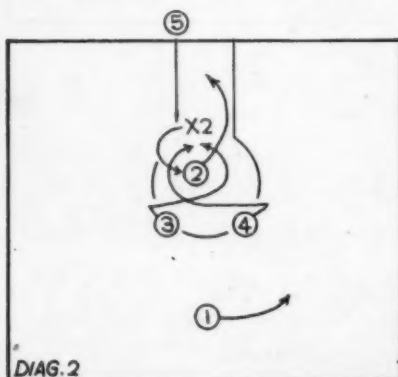
stress of a game. This is the most difficult part of developing a successful play. In fact, a play may have to be used in several practice games before it will work out precisely in a real game. High school players have the natural tendency to rush their out-of-bounds plays, and thereby lose the desired effectiveness. The player who is designated to take the ball out must be exceptionally cool and alert.

Out-of-bounds plays are especially effective against man-to-man defenses. Most of our plays are so designed. Against a team which zones out-of-bounds plays, however, different tactics are necessary. In general, we try to concentrate on learning three end-line, out-of-bounds plays, and one or two from the front court sideline. A wider variety of plays would cause confusion during tense game conditions. The three end-line plays of the series are used to a greater advantage. Each of the three plays has the same appearance at the start, so that the initial positions do not betray the play. However, many coaches have certain pet plays which are not in a series. If an out-of-bounds play is set up quickly enough, the defense will not have time to solve it.

The following individual plays and series are not original. All of them have been used successfully in one form or another by many high school and college coaches. Diagrams 1, 2, and 3 illustrate the type of a three-play series which is used by many teams. It is an effective series because in each play a different man is set up for the scoring thrust. Since the defense cannot concentrate on any one man, or one defensive shift, the series provides excellent tactical situations.



As shown in Diagram 1, 2 standing just inside the free throw line, takes a fairly wide stance facing 5. Three and 4 fake outside, and then "split" the post. Three and 4 must have it arranged who will break first, with one player breaking immediately after the other. Against a man-to-man defense, one of these two players should be clear.



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The play shown in Diagram 2 starts in the same manner as the one in Diagram 1. Three and 4 stop, shoulder to shoulder, in



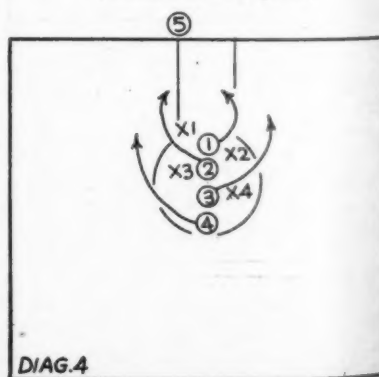
front of 2. Two now has two options. If his guard X2 comes around 3 and 4 to get him, 2 drives off the double post formed by 3 and 4. If X2 stays in back of 3 and 4, 2 backs up two steps, and takes a pass from 5 for a clear set shot.

As shown in Diagram 3, 1 now enters into the series. If the first two plays of the series have been tried, X1 may become careless in guarding 1. In this play, 3 and 4 fake driving around the post, as before, but stop on either side of 2, shoulder to shoulder. Now, if X1 is out guarding 1, it should be easy to run him into the three-man post. One fakes one way, then drives off the post. X1 will be unable to get through in time to stop 1. If any of the defensive players guarding 2, 3, or 4, shifts off to stop 1, the clear player should break. Five, in passing, must be alert to "spot" the clear player.

The remaining diagrams represent some of the more successful out-of-bounds plays which have been used against the writer's teams. Many of these plays could be incorporated into a series.

As shown in Diagram 4, 1, 2, 3, and 4 line up behind each other. Then, each player breaks away from his guard to the side opposite that on which he is being played. One of the four should be clear for a shot.

(Continued on page 50)





# A Moving Offense Against Zones

By Ford L. Case

Basketball Coach, Euclid Shore High School, Euclid, Ohio

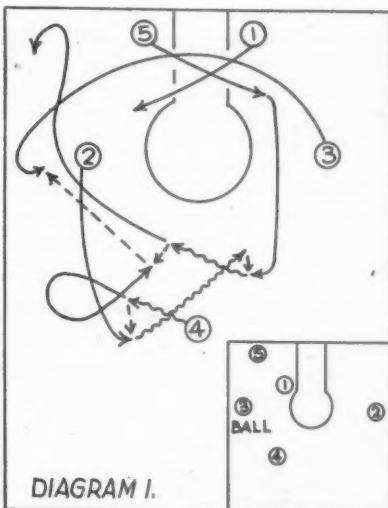
THE average coach in a medium-size, or small high school, is confronted with the problem of figuring out something in the way of an offense which youngsters are able to do, while acquiring more finesse in their movements as the season progresses.

Around the Cleveland area, we seem to go up against more and more 2-1-2 defenses of one type or another. Consequently, we have worked out a moving offense to use against the zone defense, and we have found it quite successful against the 3-2, 2-1-2, 1-2-2, 2-2-1, and 2-3 shifting zones. The writer is convinced that any team playing according to a pattern, with variations, will become more effective as the season progresses, especially if the individual players are coached in the opportunities which arise while they are performing a certain maneuver at a point in the team continuity.

We use a quick break down the floor on offense. It is of the three-lane variety, with the two forwards and the running guard coming down the middle in the first wave, and the center following down the middle for rebounds. The so-called back guard, probably a misnomer in this day and age, comes up to the center of the court, in his offensive half, to take a backward pass in the event a good shot, with follow-up possibilities is not obtained on the initial break.

As the ball is passed back to the guard, he becomes the key man to start the delayed attack. This attack has been developed over a period of approximately fifteen years, as zone defenses have become

very troublesome, especially on small and medium-size floors. Also, we believe that, during the past few years, the majority of coaches no longer deem it sporting to hold the ball against a zone, except in the waning minutes of the game. Spectators do not look with disfavor on stalling during the last few minutes, but find it nauseating early in the game. Most coaches like to coach a type of game which pleases the followers of the team.



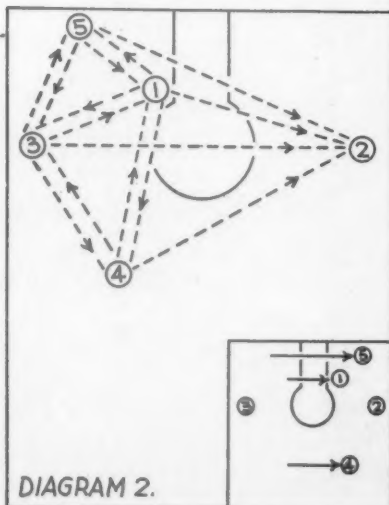
The accompanying diagrams illustrate phases of our offense. As shown in Diagram 1, 4 is a guard, 2, and 3 are the forwards, 5 is a guard, and 1 the center. Four, on receiving a pass from one of the down-court men, takes a low, slanting dribble with his left hand, and penetrates as far as possible. As soon as he stops his dribble, he pivots on his left foot, and makes a two-hand backward pass to 2, who has arrived in a set shot position directly behind 4. After 2 fakes a shot, he in turn penetrates with a right-hand dribble as far as possible, being careful to stop, and pivot on his right foot in order to make a two-handed pass back to 5 who has come out to fake a "two-hander." Five then dribbles low and left-handed toward 4, who has circled over toward the

sideline, and who is coming back to get set behind 5 for a two-handed shot. But, just as 5 is passing the first line of defense, 4 passes to 3, who is arriving at his spot. Three catches the ball and faces the basket for a set shot, as 5 passes by. Five continues to his spot about half way between the corner and the basket. As 5 arrives, 1 has set himself on a spot outside the lane, and he faces the sideline.

As shown in Diagram 2, triangles are set up where 3-5-1 may "ball handle," and shoot when the opportunity arises. Also, the triangle 4-3-1 may do the same. In the event any of the players shoot on this overloaded side of the defense, 2 must be alert to follow. Three, 4 and 5 keep alert to whip the ball to 2 who is on his spot. As soon as 2 gets the ball, 1, 4, and 5 move as indicated, with triangles 2-5-1, and 4-2-1, set up to "ball handle." Any of these boys may shoot when open, and 3 must be on the alert to follow if the shot is missed.

As shown in Diagram 3, 1, and 5 may change, in this manner, if both are adept at shooting from either position. It is best if 1 is a left-hand shooter, and 5 a right-hand shooter. Five should be cautioned to turn toward the sideline, when

(Continued on page 40)



**FORD L. CASE** is in his twentieth year as basketball coach at Euclid Shore High School, Euclid, Ohio. He has enjoyed marked success during the past fifteen years in the Eastern Greater Cleveland Conference, where his teams have not finished below second since 1932 when Shore, a small high school, won its first undisputed title. Mr. Case, who coached in Medina, Ohio, for five years, is a graduate of Ohio University, and received his M.S. at the University of Wisconsin.

# Games Are Tools

By H. S. DeGroat

Director of Town and School Physical Education, Newtown, Conn.

**O**FTEN, when a coach has had an unsuccessful season he is quoted as saying:

"Well, anyway, I built character."

Undoubtedly, he did, and probably he did a great deal of thinking, also, along lines that he did not consider when material was plentiful, and when winning was easy!

That brings us to the point where we are ready to talk about our games, and their use by us. A capable director of health, physical education, and recreation is both a teacher and a coach. One of the essentials of a teacher in our profession is that he knows how to use games and physical activities as tools. The public and private school men are the ones who must know this, even more than the college coaches. Often, as they see it, the college coach receives his material from them, and has only to polish it, and to fit it into his system. Thus, it is the builder of youth, the man who works with the grade school and high school pupils, who, most of all, must know the proper use of games and physical activities.

I have assembled some information about this from several sources, in order to point out some of the more pertinent facts. In 1938, John R. Newell completed a thesis for a master's degree in education at Springfield College. It was a study of

the "Recreational Interests of College Alumni, and Their Evaluation of College Physical Education." This thesis was a follow-up of another on a similar subject by Ray Oosting, director of athletics at Trinity College. The facts from this thesis are especially enlightening.

First, it lists thirty sports in which college alumni were participating five years after graduation, and also ten years after. This listing gives a hint of which sports are apt to be used in adult living. We call them the carry-over sports. The well-rounded program will include many of these, as well as the team games which are suitable for the various age groups. The team game is just as valuable as ever, and must be used as a tool to develop the personality of growing youth. It is only under the conditions faced in games that the best in youth may be brought out. A youngster cannot learn that either he or the other fellow will give in when running to kick the ball in soccer, unless he plays soccer. If he is the one who gives in, his instructor or his coach is the one to point it out to him, and to help him to build up sufficient courage to fight against his streak of timidity. Similar conditions come up in other sports, just as all other sports contribute toward the development of character.

World War II gave many of us a true evaluation of the place of calisthenics. Many of us had "thrown out the ball" for years, and talked about games giving what was necessary. Now, we find that games alone did not build up the type of physical manhood that we needed. For one thing, our shoulder girdle strength was wanting. War proved that if we are to get the best product, we must plan for it in a definite manner. We must use our activities as tools, to bring out the things for which we are "shooting." Training to live our complex life is not simple.

The ranks of the thirty carry-over sports and activities, mentioned in connection with the thesis, are shown in Table I. Column one is the rank of the activities of the entire group of alumni. Column two is the rank of the activities participated in by the alumni (1932 class) five years after graduation. Column three gives the rank for the ten-year graduates (1927 class).

This study included reports from alumni of Amherst, the University of Connecticut, Massachusetts State College, Trinity, Wesleyan, and Williams. Sixty-one per cent of the answers were from those who had taken part in intramural programs, and 39 per cent were from varsity players. The 1927 alumni numbered 292, while the 1932 alumni numbered 343.

In reporting this study to the College Physical Education Association, the writer emphasized that:

The only major sports which ranked near the top were baseball and basketball. Baseball climbed from tenth in the 1932 group, to eighth in the 1927 group. Basketball slipped from 11.5 to 16.

Hiking dropped from fourth to sixth, but two similar activities which include hiking—hunting and fishing—climbed from 16 to 13.5, and from 7.5 to 4, respectively. There were enough cases to give significance to the figures, and to indicate that certain activities fall in line, as the age of the individual increases.

Swimming, tennis, golf, and skating were activities which maintained their rank. Handball, volleyball, and canoeing moved upward.

There were not enough replies from varsity men to provide a representative answer as to the part which varsity sports experience might have played. Such things as environment, lack of organization, lack of facilities, lack of partners, and tendencies of old age have much to do with the swing of older alumni away from team sports, and toward the more adaptable activities at the top of the list.

(Continued on page 46)

Table I

Rank	Activity or Sport	Rank (1932)	Rank (1927)
1	Swimming	1	1
2	Tennis	2	2
3	Golf	3	3
4	Hiking	4	6
5	Skating	5	5
6	Fishing	7.5	4
7	Squash	6	7
8	Skiing	10.5	9
9	Baseball	10	8
10	Badminton	9	12
11	Canoeing	11.5	11
12	Handball	13	10
13	Basketball	11.5	16
14	Horseback riding	14	15
15	Volleyball	15	13.5
16	Hunting	16	13.5
The following were participated in by less than 10 per cent:			
17	Bowling	17	18
18	Calisthenics	18	17
19	Softball	19	19
20	Hockey	20	21.5
21	Sailing	21.5	20
22	Football	21.5	23
23	Ping Pong	25	21.5
24	Track	24	24.5
25	Soccer	23	27.5
26	Wrestling	26	24.5
27	Boxing	29	26
28	Fencing	27.5	27.5
29	Apparatus Stunts	27.5	30
30	Bicycling	30	29

# Ankle Injuries

By George Brent Fielding

N. Y. U. Graduate School of Physical Education

THE most common joint injury is to the ankle. It is necessary, therefore, that we give special consideration to this type of injury, if we are to prevent many players from being lost to their teams.

To deal with ankle injuries thoroughly, I think it is necessary to know the anatomy of the ankle joint, and to understand the things which happen when an ankle is sprained.

The ankle joint is formed by three bones, the tibia and fibula of the leg, and the astragalus of the foot. Surrounding the joint is a capsular ligament which is thickened in various places to form the anterior and posterior ligaments, and the internal and external lateral ligaments. A synovial membrane lines the joints. A rich supply of blood is derived from the posterior tibial arteries, while the nerve supply is derived from the peroneal and posterior tibial nerves.

The ankle joint supports more weight than any other joint in the body, and as a result there are more acute conditions arising from injury to this region, yet few have lasting effect. This is due, I believe, to the shape of the bones, and to the strong lateral ligaments which make it very stable. The other parts are superficial, and easy to manipulate, thus making treatment much easier.

The three types of ankle injuries are inversion, eversion, and forced extension. Inversion sprains are the most common type. This injury occurs when the ankle is forced inward, causing the ligament attachments to be stretched beyond their natural capacity. Eversion sprains occur when the ankle is forced outward. Forced extension occurs when pressure is applied to the heel causing an over-stretch of the tarsal ligament.

There are varying degrees of sprains, from the simple sprain to the severe type, where ligaments, tendons, and the muscles are damaged severely. Usually, it is evident that, in severe sprains, there has been injury to structure other than the ligaments. Sprains of the tendons (tenosynovitis), and so-called bone bruises (periostitis), are possible injuries.

The symptoms, in all cases are the same—pain, redness, swelling, and limitation of motion. It is a sound policy to have any

injury X-rayed to be certain that there is no fracture.

I would suggest, in endeavoring to diagnose the type of injury, that the following procedure be used:

Determine how the injury occurred. Was it a direct blow? Was it the result of a sudden twist? When did it happen? What was the sensation at the time of the injury? Where is the location of the pain?

Compare the injured ankle with the normal one, to ascertain deformity, or swelling. Note the areas of redness and swelling, and try to visualize the structures located in these areas.

Usually, through the use of gentle but firm pressure, over the areas, it is possible to discover the specific location of the injury. By having the person move the ankle, it is possible to discover, also, a different degree of pain, as the muscles are contracted and extended.

Treatment, in all cases, presents the same problem as treating a muscle injury, prevention of effusion.

The first thing to do, after a preliminary examination has been made, is to wrap the ankle in cotton, and to cover the cotton with a tightly-bound gauze bandage. The foot should be placed in a comfortable position, in a tub or basin filled with ice and cold water. A more thorough treatment is derived, if the water can be made to flow continuously over the ankle. The average length of this treatment is from one hour, to an hour and a half. The best way to determine the length of the treatment is to judge it from the appearance of the skin under the bandage. When the skin becomes white and drawn, the first step of the treatment is completed. This procedure is necessary to prevent further effusion into the tissue, since healing does not occur until this hemorrhagic exudate is absorbed. Of course, the less the effusion, the shorter the period of disability.

When the skin appears white and drawn, the bandage should be removed, (Continued on page 33)



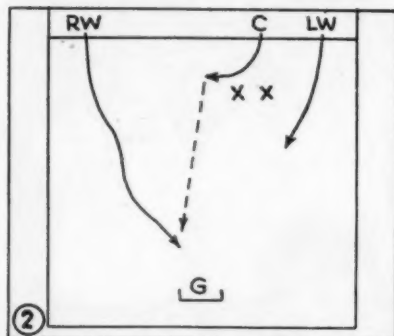
Some of the nation's outstanding trainers supervise the administration of hydrotherapy to an injured athlete. From left to right: Eddie Wojewski, John Noonan, Phil Dickens, Bill Dayton, and Jay Reichel. The picture was taken while the trainers were on duty at the navy's pre-flight school, Athens, Georgia

# Offensive Strategy in Hockey

By Charles B. Arthur  
Hockey Coach, Dartmouth College

(Continued from January)

Diagrams 2, 2-A and 2-B are illustrations of the *stop play*, or, *swerve and feed*. This play is used to advantage against a defense which plays close together, and concentrates against an opponent. The center or carrier will come to a "dead" stop, or swerve outside the defense. He will then feed through the alley, through the skates of the opponents, or through the triangle formed by the heel of the defense man's stick, his skate, and his body. Usually, the swerve holds the defense, and it is best to use the alley to the opposite wing. The carrier makes his feed most effective by pulling the defense together with a forward-backward dribble, thus presenting the danger of splitting the defensive tandem. If the defense opens up, the center then moves in to split them, and reaches the scoring area. The non-pass receiving wing should lag behind, and shape himself for a set-up play on the goalie. If the defense adopts man-to-man tactics, the wing not taken

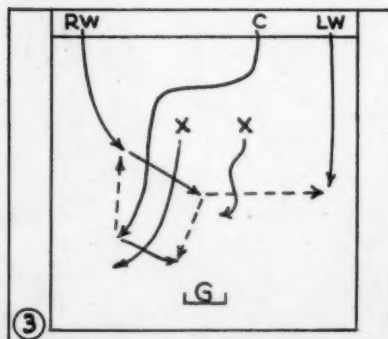
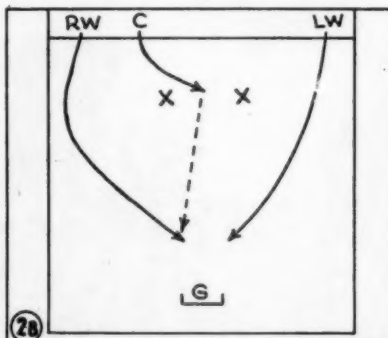
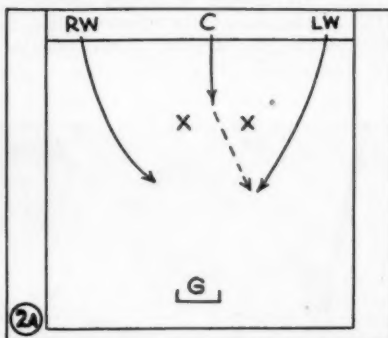


will flatten himself for a pass from the center. In this type of play, the defense often fades in too deep toward the goalie. The carrier should be quick to follow in, and capitalize on a screen shot, for the defense will impair the goalie's vision. The coach should discourage passing, after the puck is in a scoring position, provided no better opportunity exists for capitalizing on a pass to an uncovered forward.

Diagram 3 shows the *trail or drop-pass play*. This play works best when a defense man follows the carrier into a corner, thus placing a load on his team mate

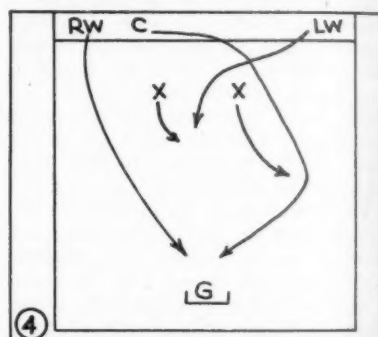
**THE** accompanying article by Charles B. Arthur, hockey coach at Dartmouth, is a continuation of the second in a series. In his first article, which appeared in the November, 1945, issue, Mr. Arthur analyzed hockey as a game, and as to the benefits it offers players.

in the scoring area. The play-maker will go in deep toward the corner boards, with the idea of drawing the defense man out of position. The carrier will then drop the puck, at an angle, back to the trailer, some ten to fifteen feet behind. This pass should be made away from the defense man, between the play-maker and the boards. It should also be angled in to enable the wing to break in toward the goal. When the drop-pass is to be made, the man who drops the pass should not look back at the trailer. Both should know their positions, and play by instinct. When the defense man does not follow the carrier into the corner, and tries to outguess the passer, it is possible to introduce the fake drop pass-play, and carry in on the



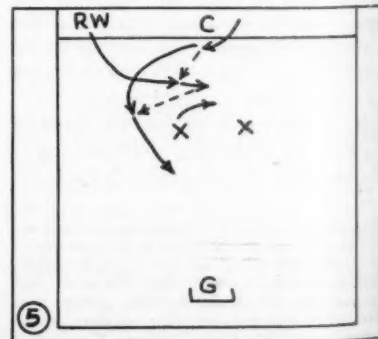
goalie, after feigning a pass back to the trailer. Once the trail pass is made, the defense man, by rushing the trailer, may open up the alley for a quick pass back down to the passer cutting in. When the trailer has received the pass, and breaks in with it, in combination with his other wing, or with the original passer breaking in deep on his own side toward the goal, he should have only one defense man on whom to work.

Diagram 4 shows the *fake drop-pass play*. This play is used as a check play to the drop-pass, in order to outsmart a defense man who either refuses to be drawn out of position, or tries to intercept the trail pass. To let the trailer know that this play is on, and to draw in the defense man, the carrier will look back purposely, and telegraph the trail. When the defense man hesitates, or commits himself, the carrier must break in for an individual sally, or combination play on the goalie. The open wing and the trailer



should break in, and set themselves for a pass play or a rebound.

Diagram 5 illustrates the *cross play*. The object of this play is to draw one of the opposing defense men in toward the center, thus opening a flank for a pass to the forward, breaking into the uncovered zone. The carrier will sight a wing





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## SPALDING

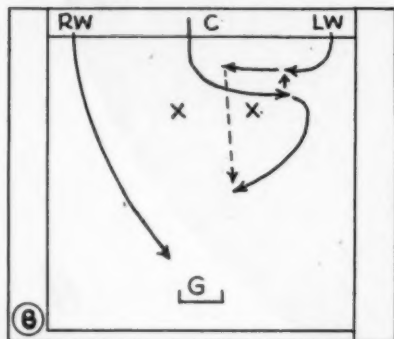
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up forward in position to break in diagonally over the blue line, and to receive a short pass. After making the pass, the original carrier will cross out in the wake of the pass-receiver, and pick up speed with every stride. If the defense man, who is under stress, follows the swerving wing into the center area, the alley will be open for a quick pass back to the original carrier, who will thus be in posi-



tion to sweep in, and capitalize on the play.

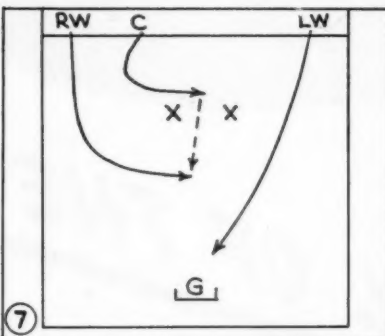
Diagram 6 shows the *shuttle play*. This play is effective when both wings are covered between the penalty-shot line and the blue line in the attacking zone. The wing breaks laterally, and skates across the ice between the center and the blue line. The center will hold the puck, and skate laterally in the opposite direction, out toward the area vacated by the wing. The center will retain the puck, until he is astride the skating wing. Then he will pass the puck, thus hiding it from the defense. The wing in possession of the puck then will have the opportunity to split the defense, if it has opened, to feed the other wing and center, who have skipped around the defense, or to shoot at the cage, and set up rebound shots for his forwards.

Diagram 7 illustrates the *outside-in play*. This play is used most effectively against a defense which commits itself to feints and swerves. The center, and an open wing set up the play by approaching the opponents' blue line from the same side of the ice, while roughly parallel to each other. Once over the blue line, the carrier breaks in, and across, to pull the defense men over, and to open up the alley for a lateral pass, or a triangle pass to the wing who breaks in, and around, the out-manuevered defense man. If the defense man breaks out, the way will be open for a play down the middle by the carrier.

Diagram 8 shows the *crash play*. This play capitalizes on confusion, and a slow-reacting defense. The center works the puck in toward the opponents' goal. He then crashes into the defense, while protecting himself, and drops the puck immediately behind him. One wing, the trailer, will follow in the wake of the confusion, scoop up the puck, and score.

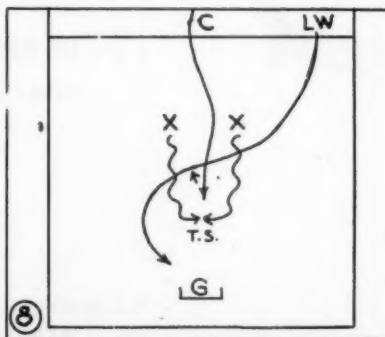
The aforementioned plays should be worked on daily in practice sessions. It is not to be expected that players will be able to re-enact them completely very often during the season's play. Their value lies in the ability of the players to improvise ramifications of these plays while under game pressure. By constant rehearsal, players will sense, eventually, which plays will exploit the manifold reactions of the opposing defense. The incorporation of these plays into the play of the team will then become feasible under modified conditions, and the reactions of the players will become surer, and more intelligent, thus producing a high-scoring, offensive punch.

It would be impossible to conclude any study of offensive hockey without emphasizing the *power play*. This play is designed for use against opponents when they have one or two men off the ice. It is based upon scientific exactitude, and requires a thorough comprehension of the

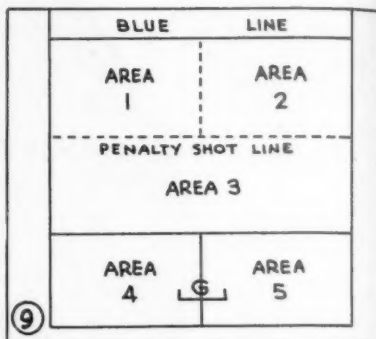


functions to be performed. Too much time can not be devoted to building up excellence in this play, for it exploits the man or two-man advantage in such a way as to uncover the open man, and to capitalize on the short-handed opponents. In general, goals are scored when advantages of man power are obtained in the scoring area. Thus, we design this play to "rattle" opponents when they are short-handed. If well executed, it will pay dividends of a decisive nature.

Diagram 9 is the *power play*, if one man is off. Each wing is responsible for the area marked off in the diagram. When the puck is on his area, he must put in-



stantaneous pressure on the opposition to secure it, or to force indecisive clearing upon the enemy. When the play is in the other wing's zone, he will station himself for a pass behind the cage, or out in front for a rebound. Forwards should avoid stationing themselves too close to the crease, for they are covered too easily. These wings should be tireless skaters, and persistent, aggressive puck-chasers.



The center will support the wing, who is fighting for the puck, by protecting along the boards, and even by aiding his wing to obtain control of the puck during a melee. He will be in position for a short pass-back, which enables him to set up a play. The center moves laterally across the ice, as play demands.

The two men used inside the blue line should be "blessed" with speed, and well-developed power shots. They should shape themselves with an eye to the position of the puck. The boards must be covered on the side where there is action. If the opponents get a jump, these men must come back to protect their goal.

The play opens with the center shooting the puck deep into the corner of the uncovered wing. The wing fights for possession of the puck, and if he cannot set up his center or other wing, he passes the puck back to his blue-line operators. These men may operate to work the puck in for a power shot, or to set up a pass play. In general the puck should be passed around until the opening for a score is obtained. Eventually, the defensive team will crowd in front of the goalie, and set up a perfect scene for a screen shot or rebound conversion.

Players should operate flexibly to keep each zone protected, with the centers, wings, and other players moving around to perform the functions demanded of the zone operator who has vacated his zone.

If two men are off, it is well not to shoot the puck in, but rather to work it in, with the open alley set up for any number of plays planned to "riddle" the defense. A face-off, resulting from a frozen puck deep in the opposing team's zone, is an excellent starting point for a score under these conditions.

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## Bursting at the Seams

WITH high school and college physical education and sports programs now in the first stages of post-war expansion, with town and community recreation and physical education directors backing "sports for all" programs, and with forward-looking members of industry providing well-rounded programs of recreation and athletics for their employees, competitive and intramural-type athletics have reached the stage where "bursting at the seams" is gross understatement, especially if applied to present athletic equipment and facilities.

Lack of equipment and facilities cannot be remedied overnight, in a few months, or even in a year's time. Labor problems, skilled workers, yet to return, shortage of critical raw materials, high construction costs, and lack of building materials are but a few of the handicaps which must be overcome.

The three-way backlog against demand, as far as athletic equipment is concerned, will be a thing of the past for at least a year or more. No longer does the manufacturer have a complete stock of any one item, in his warehouse, to supply the dealer. The average dealer's shelves are lacking in everything except space. And, the gear locker of a school or college has barely enough equipment—most of it used—to outfit and supply its various squads, and to provide sufficient bats, balls, gloves, nets, and what not for intramural programs.

Improvement of the athletic equipment situation will be so slow, and so gradual that the appearance of new items would pass unnoticed if it were not for the sharp contrast which will exist between the influx of new equipment, in comparison to that which has been in service during the war years.

Much of the equipment now in use would have been discarded long ago were it not for expert

reconditioning. When equipment "burst at the seams" during the war, it was sent away to be renovated, reconditioned, or, as in many cases, practically rebuilt. The war is still on, as far as the need for repair of equipment is concerned. Faster repair and reconditioning service will result if schools and colleges, and industrial recreation managers will check all equipment carefully before shipping it to the firms which specialize in this type of work. These firms cannot provide even reasonable return of a school's equipment, if "everything" is dumped together, and shipped in to them. Items which are definitely beyond repair do nothing more than increase shipping costs, delay actual work while sorting is being done, and consequently hold up return delivery for everyone.

In addition to sorting and checking all equipment sent in for reconditioning, coaches, athletic directors and recreation managers, in the case of industrial concerns, will help themselves, as well as manufacturers and dealers, by placing their orders for new equipment well in advance of the season when the equipment is to be used.

The coach who waits until February to order track equipment, until March to order baseball equipment, and until July to order his football needs, will be the most unfortunate man in sports. It is not the lack of funds to purchase needed equipment which has prevented the coach from placing his orders sufficiently in advance, but rather the bad habit developed during the years of plenty, when a telephone call to the dealer meant delivery the next day, regardless of whether the order was for a single item, or a dozen pieces of equipment.

Under present conditions, it is more important than ever that orders be placed well before a particular season. Even in normal times, business firms, especially stores which feature seasonable goods and materials, always place their orders from six months to a year in advance of the time when the goods will be sold. There is no reason why a coach or athletic director cannot follow the same policy. Scarcity of equipment will force him to do so, for many months to come, if he expects to obtain any equipment at all. Later, when supply can meet demand, why not continue the same policy? It will be a decided step forward, an improvement benefitting the school, the dealer, and the manufacturer.

## Football Rule Changes

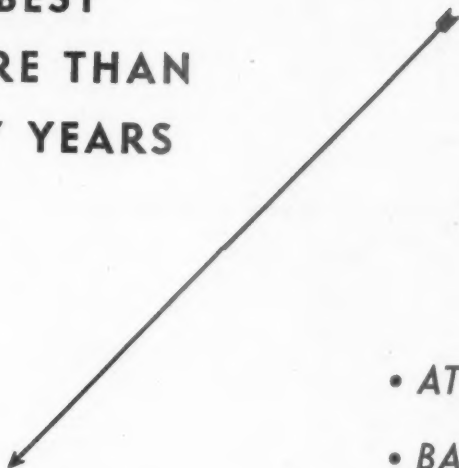
THE following changes in 1946 football rules, some of which were suggested by the advisory committee on rules of the American Football Coaches Association, at the twenty-third annual meeting of that group in St. Louis during January, were approved by the football rules committee of the National Collegiate Athletic Association, which group held its fortieth annual meeting at the same time:

**Illegal Forward Pass:** The penalty for an illegal forward pass will be five yards from the spot  
(Continued on page 44)

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# Training for The 880 in High School

By Raleigh H. Holt

Track Coach, Herbert Hoover High School, San Diego, California

**A**NY boy, with a certain amount of natural speed, can become a champion in the middle distance races if he will work hard, and follow faithfully the instructions of his coach. The principal responsibility of the coach is to study the boy, give him certain tests, supervise his daily training, and encourage him continually. I stress *encouragement* more than any other phase in the training of an athlete. Proper use of psychology, more than anything else, will bring success in track.

In California, training for the half mile is almost a nine-month schedule. Shortly after school begins in the fall, usually about September fifteenth, the call for cross country track is issued. At Herbert Hoover High School, we expect all boys who plan to participate in the half mile, and in the mile events, to take part in cross country training. It has been our experience that the boys will profit from this type of fall training, providing they are not members of the football and basketball squads.

The cross country squad practices every day. Dual meets are scheduled every week with members of our league. At the end of the season, the annual Southern California meet is held during the first week in December under the supervision of the California Interscholastic Federation. The length of this run is 1.9 miles. Our team won the meet this year in the Class A division. Following is the actual training schedule which we used last fall:

## September 17—October 1

**Monday:** (1) Every candidate weighs before, and after each daily practice; (2) warm up, with proper calisthenics, for ten minutes; (3) walk, and jog a lap, with alternate stretches of 100 yards, and (4) jog an easy lap.

**Tuesday:** (1) Jog an easy lap to warm up, followed by ten minutes of calisthenics; (2) stride 100 yards, at half speed, three times, with rest intervals, and (3) jog an easy lap.

**Wednesday:** (1) Jog, and run a lap, with alternate stretches of 50 yards, followed by ten minutes of calisthenics; (2) stride 150 yards, at gradually increasing speed, twice, and (3) jog an easy lap.

**Thursday:** (1) Jog, and walk an easy lap to warm up, followed by ten minutes of calisthenics; (2) jog, and walk two laps; (3) two minutes of rope skipping, and (4) jog an easy lap.

**Friday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) stride 150 yards twice, at half speed; (3) run 100 yards, twice, at 75 per cent speed, and (4) jog a lap.

**Saturday:** (1) Jog a lap to warm up, followed by ten minutes of calisthenics; (2) run three laps at half speed, and (3) jog a lap.

## October 1—October 21

**Monday:** (1) Jog 220 yards, walk 150 yards, jog 220 yards, twice, with a five-minute rest, followed by ten minutes of calisthenics; (2) run one mile at 75 per cent speed, and (3) jog an easy lap.

**Tuesday:** (1) Jog 220 yards, walk 150 yards, jog 220 yards, followed by ten minutes of exercises; (2) run 100 yards at 75 per cent speed, jog 25 yards, run 100 yards at the same speed; (3) run a lap at half speed, rest ten minutes and repeat, (4) stride one and one-half miles at 75 per cent speed.

**Wednesday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) run a half mile at 50 per cent speed, walk a lap, run 220 yards at 75 per cent speed; (3) run one mile at 50 per cent speed, and (4) jog an easy lap.

**Thursday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) take three sprinting starts of 50 yards each; (3) stride a half mile at 75 per cent speed, and (4) jog an easy lap.

**Friday:** (1) Jog a lap, followed by ten minutes of calisthenics, and (2) stride three laps easily.

**Saturday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) jog 220 yards, walk 50 yards, stride 220 yards at 75 per cent speed; (3) take two starts of 50 yards each, and (4) run a time trial of one and one-half miles.

## October 22—November 31

**Monday:** (1) Jog a lap, followed by ten minutes of calisthenics, and (2) run one and one-quarter miles at 75 per cent speed.

**Tuesday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) take two starts of 50 yards each; (3) sprint 220 yards at full speed, rest twenty minutes, and (4) stride 440 yards at full speed.

**Wednesday:** (1) Jog a lap, followed by ten minutes of calisthenics, and (2) run one and one-half miles at 75 per cent speed.

**Thursday:** (1) Jog a lap, followed by ten minutes of calisthenics, and (2) take several 25-yard starts.

**Friday:** Rest.

**Saturday:** Participate in a meet with another school, or stage a time trial of one and one-half miles.

All track athletes in Southern California are divided into three classes—A, B, and C—for purposes of competition. This division is arranged by exponents set up by the California Interscholastic Federation. The C. I. F. classification chart was explained fully by the writer in the January, 1946, issue of the *ATHLETIC JOURNAL*, in an article relative to physical education in California high schools.

Following the cross country training period, the boys are excused from the daily practice periods until spring training is started February 1. During December, and January, the boys participate in the daily physical education class activities. This fall training period tends to put the boys in excellent condition for the spring season.

Naturally, every boy has his individual characteristics and abilities. He must be studied, and trained individually. The same program will not work for different types of athletes. Too many of us make the mistake of giving all candidates exactly the same training program, and then we wonder why the boy does not progress as he should. I can recall two runners, at Herbert Hoover High School, who had different abilities, yet each became a champion.

Arnold Margulis was a champion in the 1943 season. He was the hard running, hard working, plugging type of runner who had a great fighting heart. His plan was to let an opponent set the pace, and then he would come in with a hard, driving finish. He had ample endurance but not too much speed. We planned a training schedule with many 220-yard and 440-yard sprints during the season, in order to develop his speed. He also took many starts. He did not do any over-distance running during the season. His running form was not good, and that was his one weakness. His first time trial of the season for the half mile was 2:12.1. Each week, he cut that time until at the end of the season he won the half mile, in the Southern California championship meet, in 2:02.5. In this race, he trailed the best opponent all the way, and then, as they came into the final stretch, he finished in front because of his driving finish.

Last year, we had Lloyd Schuneman, an entirely different type of a runner. Actually, he was a sprinter with natural speed. He could run the 220-yard dash under 23 seconds. His training schedule included much over-distance work, in order to develop his endurance. His first time trial in the half mile, at the beginning of the season, was 2:15. He won every

(Continued on page 52)

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# Baseball Rules For the Ballplayer

By J. E. Wilcox

Center Moriches, New York, High School

**F**OR the purposes of the coach, baseball rules may be divided roughly into the following three sections:

*Rules for reference as needed.* Such rules need not necessarily be learned, since they may be referred to when the occasion demands. In this section are the dimensions of the field, the size and weight of the balls, size of bats and gloves, regulations regarding uniforms, players' benches, the order of batting, and so on.

*Rules which the coach must know to teach baseball, and to protect his team's interest during a ball game.* These regulations would include the rules of pitching, substituting, and all of the playing rules.

*Rules which the players must know if they are to play the game intelligently.*

This article will deal solely with the rules for the ballplayer. It is the responsibility of the coach to make certain that his players know and understand these rules before they start a game, for ignorance of any one rule may mean the loss of a game. A clear understanding of these rules may be just as important, at a crucial moment, as the ability to make a catch, a hit, or a slide.

In explaining rules to a baseball squad, it is a wise policy to demonstrate them on the field, under actual playing conditions, rather than to go over them briefly in a blackboard session. On the field, a situation may be set up, the rule may be explained and the player may then apply it. By following this method, a rule will be understood thoroughly, and the players learn, from actual practice, to use it.

Specialized rules governing pitching, as well as the common, everyday rules which most ballplayers know, are omitted from this article. However, as every coach knows, one is not safe in assuming too much. For that reason, a few of the rules which will be mentioned may seem quite fundamental, but it is best to cover them for many good, "mechanical" players know surprisingly little about the rules as they are written. In the main, however, I will discuss the rules or parts of rules which are confusing or possibly unknown to young ballplayers.

The first rules which I emphasize to my squad are 37, and 38. These rules define fair and foul hits. Although knowledge of these rules is of vital importance to catchers, pitchers, and infielders, all players should know them. Every player in the field must know that a batted ball, in or over fair territory, which bounds off an umpire, a player or a base is a fair ball,

and in play, even if it goes into foul territory. These rules are of particular importance to players who handle bunts. An obviously foul bunt may roll fair, if it is allowed to roll. Therefore, infielders must touch the ball in foul territory, if they wish the ball to remain foul. A bunt in fair territory may go foul, if allowed to roll. Thus, infielders should allow such bunts to roll, if no play is possible. Their only chance is for a foul roll. Batters should know that a slow-rolling foul will be a fair ball, if it should roll into fair territory before reaching first or third, or before being touched. They should not be caught standing at the plate, assuming that it will be a foul because it started out as a foul.

## The Foul Tip

Rule 39 covers the foul tip. Catchers must know that a foul tip which is caught is a regular strike on which a base runner may attempt to steal.

Rule 40 describes a bunt hit. A foul bunt, on the third strike, is an out, a necessary piece of information for young players.

Rule 43 is important to all batters. This rule states that the batter must have both feet on or inside the lines of the batter's box. Players, generally, are careless about observing this rule, especially when attempting to bunt. Although umpires miss this violation frequently, players should not depend upon lapses by the umpires. In a crucial spot, the umpire may notice the violation, and call the batter out. Often, in a running squeeze play, the batter, in an effort to bunt a wide pitch, steps on or over home plate. This is a violation which umpires rarely miss.

Rule 44 lists the instances in which the batter is out. Section 5 is devoted to interference of the catcher by the batter. Overzealous batters sometimes violate this rule in an attempt to aid a base runner. This is most unprofitable, since the penalty for interference with the catcher is an out. Depending on the situation, either the batter or the runner may be called out.

Section 6 of this rule is important to all base runners. When there are less than two out, a runner on first is not forced, if a catcher drops the third strike, even if the batter starts to run. Many inexperienced players start to second belatedly because of the mistaken notion that the batter is forcing them. Catchers, also, must understand this rule thoroughly so they will not be tricked into making unneces-

sary throws to first base. If the runner on first should go down in such a situation, the catcher should ignore the batter and make his play for the base stealer. Ignorance of this rule may cause considerable trouble in a close ball game. Almost invariably, high school catchers, upon seeing a batter start for first become excited, and throw to first. If they knew this rule, they should anticipate the situation, and not to make the wrong, or the unnecessary throw. However, with two out, this rule does not apply, and the catcher should touch the batter or make his play at first.

Section 8 of Rule 44 is the much-abused infield fly rule. Everyone seems to know parts of this rule, but few know it in its entirety. Yet, players must know it in order to run bases correctly, and infielders must know it to avoid making "bonehead plays" on dropped infield flies. First of all, the players should understand that bunt flies and line drives are not infield flies, and, with two out, there is no such thing as an infield fly. The infield fly is called only when there are men on first and second, or when the bases are full, with less than two out. Under these circumstances, a fair fly, other than a bunt or a line drive, which can, in the umpire's judgment, be handled reasonably by an infielder is called an "infield fly," and the batter is out whether the ball is caught or dropped. The important thing for players to know is that there is no "force" on this play, and that they advance at their own risk. If runners do attempt to advance on such a play, infielders should know that the runners must be tagged, they cannot be put out by touching the base. There is a widespread misconception of this rule to the effect that there can be an "infield fly" with only a man on first base. At least, the ballplayer should know that this is false.

There is a great deal of confusion about Rule 45. Even major league players have trouble with this one. Section 1 states that the bases must be touched in legal order, while the ball is in play. This is true also if a runner has occasion to re-touch bases in reverse order. Thus, if a runner from first rounds second, thinking a long fly will drop safely, he must touch second on his way back to first if the fly is caught. Most of the confusion exists in interpreting Section 3. For example, assuming that no legitimate "force play" exists and that two base runners end up on the same base, which one should be tagged? To understand this rule, players should realize that a force play is in effect only when a batter becomes a base runner, thus forcing the man on first to go to second, or the men on first and second, or on first, second or third, to advance a base. Many young players think that the mere act of touching a base forces the original occupant off that base. Thus, quite often in high school baseball, base

(Continued on page 28)

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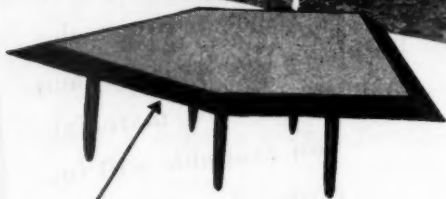


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## Baseball Rules

(Continued from page 26)

runners will remain "hung up" between bases rather than to go into a base because of the possibility of a base runner returning to that base. Also, some base runners, upon seeing a man slide into a base which they are occupying feel that they are forced, and walk off the base to be tagged. This rule should be taught thoroughly to players. There is no "force," unless it is initiated by the batter becoming a base runner. A runner going from first to second does not "force" the runner on second, unless he has been forced by the batter becoming a base runner. However, if two base runners occupy the same base at the same time, the one who was originally there has the right to the base, and the runner who came there from the preceding base is the one who should be tagged out.

Rule 46 explains when a batter is entitled to first base without the liability of being put out. It is wise to call the catcher's interference rule to the players' attention. "Tipping the bat" sometimes escapes the notice of the umpire, and the batter should immediately call any such violation to his attention. Catchers should also be warned of this violation.

Section 5 of this rule covers the act of playing a batted or thrown ball by throwing a cap or a glove at it. As this is done quite often in high school baseball, players should understand that such an act may become a violation. It is foolish to throw anything at the ball for there is nothing to gain, and everything to lose. If a thrown glove or cap should touch a batted ball, the base runner is entitled to a minimum of three bases, more if he can make it. In hitting a thrown ball, the runners get two bases, or more if they can make them. Throwing things at the ball can be an expensive habit, and ballplayers should be impressed with the futility of this practice.

Sections 8 and 9 of this rule explain the penalties for interference with the batter by the catcher. "Green" catchers are apt to become excited by squeeze plays, and try to interfere with the batter. On attempted squeeze plays, catchers should be taught that they are not to step out in front of the plate, or to push the batter out of the way. In addition to the danger to the catcher, the penalty is great, as the batter goes to first, and the runner is allowed to score.

In Rule 49, Section 3 covers a dropped third strike. One provision of this rule seems to escape the notice of many players. The rule states that the third strike must be caught before touching the ground. Thus, even though the ball is held, when a catcher "traps" a low, third strike, the batter is entitled to run because

the ball has not been caught before it touches the ground. Catchers should know this, and tag any batter out, after making a "pickup." Alert base runners should "make" the catcher throw them out. This rule is ignored frequently by both teams—the runner does not run, and the catcher does not put him out. If this were the last play in an inning, it could be ruinous to the team in the field. For example, if the catcher should roll the ball to the pitcher's mound, the batter could make a late start to first, while the fielding team is on its way to the dugout.

Section 10 should be called to the attention of the entire squad. It provides that a runner may tag up on any fly, and try to advance as soon as the ball touches the fielder's uniform or person. It is possible for an alert base runner to advance a base on a foul fly caught by a careless fielder. Unless there were two out, an outfielder would be foolish to catch a long foul fly with the winning run on third base in the ninth inning.

Section 11 covers the force play. Although most players understand the force play, a few have difficulty in a situation where the batter is put out first, eliminating the force. If there is a runner on first, and the batter hits to the first baseman, who puts the batter out before throwing to second, the runner going to second must be tagged, as the force play was eliminated as soon as the batter was called out.

Section 16 sets forth the penalty for passing a preceding base runner. This rule should be mentioned to the squad for it is quite possible that a young player may not know about it.

Section 18 explains the rules governing over-running first base, or making a turn off first base. Ignorance of this rule wastes a lot of valuable time. If the throw goes through the first baseman, the runner, who has over-run first in an attempt to beat out a grounder, does not have to return to first before he tries for second. Many high school players feel that they should go back, and touch first again before proceeding to second. Another point in this rule is that the runner does not forfeit his exemption from being put out in over-running first, until he makes a definite attempt to start for second. If such an attempt is made, the fielder should tag him with the ball, and then appeal to the umpire for a decision.

There are many other rules or parts of rules which could be presented to a baseball squad. In my experience, however, the ones mentioned are the most pertinent for a young ballplayer. Mere reading of the rules to a baseball squad is a waste of time. Players must learn the provisions of the rules through various playing situations.

(A second article, "Diamond Drill," by Mr. Wilcox, will appear in a later issue. The Editor.)



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# Wrestling A Victim of Refereeosis

By Art Griffith

Wrestling Coach, Oklahoma A. & M.

**G**RUDGINGLY and sadly, I admit that amateur wrestling is losing ground, the victim of a deadly, cancerous growth which I shall call *refereeosis*.

*Refereeosis* is strictly an American disease, and its origin may be traced to the beginning of the "point system" of scoring the accomplishments of each wrestler during a match. It did not creep in unnoticed, but rather was installed, nurtured by those coaches who opposed the point system. This group is comparable to the "center rush," group in football who contended that if a team resorted to end runs and passes, it lacked the intestinal fortitude to keep driving through center.

Wrestling has changed as much as football, and it would be just as interesting to watch if it were freed of the *refereeosis* blight.

The rules governing amateur wrestling are suitable enough, except those granting the referee absurd authority, which in turn infects him with *refereeosis*. The point system would be a fair and logical method of determining a winner, if it were not for the power and interference of the official. Letters in my files, dating back to 1930, will show that I have petitioned the rules committee continually to:

*Adopt and standardize an American style of wrestling which will be used universally by the A. A. U., colleges, and high schools.*

*Commission the referee as a guardian of safety, and nothing more, allowing him to prevent bone-breaking or other injurious holds, and to stop the match, if the contestants go off the edge of the mat toward the floor.*

Foreign countries describe our wrestling as "catch as catch can." This is a misnomer. Amateur wrestlers cannot catch an opponent with any of the dangerous holds, only professionals do that.

Sports writers refer to our style, as "amateur," with the hint that one is not to expect much when he sees it in action. Colleges, and the A. A. U. call it "free style." But, do not believe it!

Actually, most matches in schools and colleges are sickly exhibitions between two boys who are out there, debating as to the best way to win the match. They have two choices. One is to follow rehearsed tactics, based on scout reports or other knowledge of their opponent's weaknesses. The other is to try to please the referee, who has issued a gruff warning, or worse

yet, started penalizing, without any warning, because the boys could not guess the answer to his tactical ideas on how to wrestle the particular match.

Imagine the same situation in baseball. What good would it do for managers and pitchers to study opposing batters, and to catalogue their weaknesses, if the umpires had the right to say: "Stop trying to give that batter a high, curve ball. Steam it up the middle. The crowd likes to see them bust it over the fence."

I shall continue to maintain that a wrestler has the right to "quarterback" his own match, without being heckled or penalized by the "stop trying to fox him, bust it over the fence, you must try for a fall" type of official.

For several years, the referee has been the sole tactician. Wrestlers are not permitted to carry out a series of practiced maneuvers, designed to take advantage of their opponents' weaknesses.

If they try to do so, the referee stops the match, tells what he wants done, and penalizes the wrestler, who fails to obey, to the extent that he loses the match.

In a tennis tournament, the defending champion is not required to score an ace on each serve, nor is he penalized if he wins 6-0, 6-0, from a weak opponent. He is allowed to compete "under wraps," to use preliminary matches to sharpen up his game, or to throw off scouts by winning 10-8, 16-14, if he chooses to do so.

Basketball players are permitted to "freeze the ball" to protect a lead. Quarterbacks are not "officialized" if they elect to kick on first downs all afternoon, and wait for a break. A quarterback may protect a lead by calling safe line plays. Imagine what would happen if the referee, as they can and do in wrestling, stopped the game, and said:

"Your team is leading, therefore you must throw passes, and give your opponents a chance. If you hit the line again, I will award the other team a touch-down, and also take the ball away from you."

Referees, when not refereeing, are the finest and most sincere people on earth. And, despite the rules, you would be surprised at the large number of unbiased "calls" we get, even in sections of the country where the rule interpretations seem almost foreign. Needless to say, we are most grateful.

Occasionally, of course, we find some referees who, after being introduced as the

**ART GRIFFITH** was a high school wrestling coach for seventeen years, fifteen years of that time at Tulsa Central High School, before he succeeded the late E. C. Gallagher as wrestling coach at Oklahoma A. & M. in 1940. His high school record was 940 per cent, and thus far, in college competition, it has been 1,000 per cent. Oklahoma A. & M. has never finished lower than third in wrestling in national tournament competition, and it has had the winning team in twelve of the last fifteen years. In the accompanying article, Mr. Griffith offers his opinions on amateur wrestling and on "refereeosis."

"former great whosis," become intoxicated by the power and importance granted them under our present rules, and, disturbed by the yells of the losing coach and the fans, to the extent that *refereeosis* sets in. Once this happens, such referees become one of two types.

The first type, usually a former champion, will lose patience, and penalize a contestant for failing to do the things which the referee once accomplished so easily when he was in competition. He has no regard for the contestant's lack of ability or experience. It is nothing less than a crime that our rules permit and force a referee to discourage a beginner in this manner.

The second type is the "tremble chin" referee who wants everyone torn to pieces, that is, everyone except himself. He is the type who stops a match, for effect, and—while shaking his finger admonishingly—orders the slender, wiry boy not to try to win by scoring take-down points or by riding for time points, even though both of these methods are legitimate. He wants the boy to grapple a bull-necked opponent, and grind him down by sheer power, until his shoulders touch the mat. Often, I have wondered what would happen if someone went to the referee after the match, and said:

"Tremble chin, come on outside. I have arranged for you to fight a truck driver. Oh, he is tough, but, as you told the boy, all you have to do is grind him down."

I lost the friendship of a coach several years ago because I happened to referee on his home mat. After the match, he came to my dressing room. The little red hen never saw the day when she was half so angry. "Grif," he shouted, "you cost me a place in the conference standing tonight, by letting those boys ride mine."

"Why didn't you have your boys ride?" I countered.

"Because I do not believe in riding. My boys are coached to get falls," he said emphatically.

Naturally, I came back with: "If that is the case, why didn't your boys pin some of them?"

"Because they couldn't break those silly riding holds."

(Continued on page 32)



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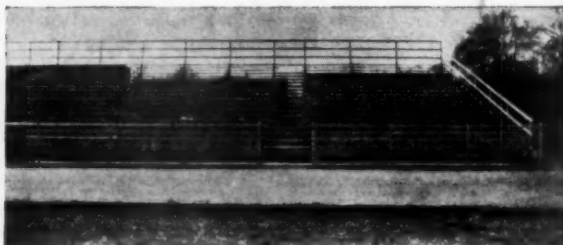
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## Wrestling

(Continued from page 30)

By this time, my temperature had started on the upward path. "The blame is on your head, then, for failing to show your boys some of the things they need to know," I said.

The argument ended after he had remarked that the rules say that the referee stands wrestlers up for riding, and that for each subsequent offense, the guilty wrestler is placed underneath.

It was difficult to believe that he wanted me to figuratively tie one opponent's hands behind his back, in order that the other one might get a fall. Riding points are as legal as near-fall points, but this coach wanted the referee to forget about that, and help him win.

It may surprise you to know that under the present *rule-refereeosis* condition, a riding opponent will be penalized for stalling, if his opponent quits, stays still, and looks up with pleading eyes at the referee. There is no penalty, however, for the quitter.

I have written a half dozen sets of rules for use in practice. Our boys have a lot of fun, and incidentally get good experience, wrestling intra-squad matches under the various rules. For example, one week, they may score only by riding. Next week, it may be that they are allowed to score only on falls or near falls.

If we want action, we use the "Griffith style" rules. Briefly, it is two minutes up, two minutes down, and two minutes up. During the first period, a take-down counts two points. After a take-down, the match is stopped, and the contestants start from a standing position, unless they land in a near-fall position. If this is the case, the match continues until the near-fall or fall is scored, or until the bottom boy breaks out of the near-fall predicament. If a fall occurs during the first period, the match is over.

When a bottom boy breaks out of a near-fall possibility, near-fall points are scored, and both boys start from a standing position. If, at any time during the first period, one boy pushes or chases his opponent far enough off of the mat for the referee to call *break*, he receives one point.

The bottom boy during the second period is allowed two points for each reverse, and one for escape, but he must start underneath each time, as the points are scored. If a boy gets caught in a figure four, or some complex ride, he may roll off the mat and start over. In this event, no points are scored for either boy.

The boy who was on top during the second period, goes underneath for the third period. The top boy is not allowed points for riding time, but he may obtain near-

fall points, or a fall which will end the period.

If the bottom boy executes a reverse, which ends in a near-fall position, he gets two points for the reverse, and two points for the near-fall. A fall ends the period. A first-period fall, by wrestler A or B ends the match, and counts five points for the winner's team. In the second period, if B gets a fall, it ends that period, and cancels all of A's past and future points. But, if A gets a fall in the third period, he gets three points. If A's fall was quicker than B's fall, A would get five points, and B would get three points, as in the N.C.A.A. dual match rules for falls.

In addition to "making fur fly, the Griffith style" results in wrestling which is immune to refereeosis. That is why we like it.

## Ankle Injuries

(Continued from page 17)

and the ankle taped tightly to prevent and to confine further effusion to the local area. The patient is then sent home, with instructions to keep the ankle elevated. After a period of forty-eight hours, we should begin heat treatments. Short wave diathermy is necessary to dissolve the congestion, and to stimulate the circulation. Trainers at schools not equipped to give this treatment, may substitute a mixture of an analgesic and a red-hot ointment which is applied to the skin, and covered with cotton and a pressure bandage. This treatment should be repeated every five hours over a period of a week.

If a whirlpool bath is available, I suggest that three twenty-minute treatments be given each day. I cannot recommend hydrotherapy too highly as a method of treating ankle injuries. If the whirlpool bath is used, it is not necessary to use massage.

At the end of a week, if hydrotherapy is not used, the ankle, under the balm and ointment treatment should be healed enough to start massage. The massage I use is of a vibratory nature. One must be careful not to make the massage too vigorous. After the soreness begins to disappear, the ankle may be worked, and exercised to a mild degree.

During the period of massage, I recommend the use of cocoa butter as a lubricating agent. Cocoa butter is a very good tissue feeder, and it supplies materials essential to recovery.

When the patient begins to exercise the ankle, it is necessary to tape and wrap the ankle properly to prevent a recurrence of the injury.

Before allowing the boy to engage in practice or competition, the coach and trainer should be certain that the ankle is healed completely, as a recurrence of the injury may stay with him all season.



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(Continued from January)

Next, is the one-two movement, which is a disengage and feint, accomplished by thrusting, and a return disengage to the original line, now open as a result of the feint. The fencers are on guard in *carte*. A disengages to *sixte*, and extends smartly but smoothly, in a relaxed manner. B parries *sixte*, A evades (deceives) the parry, by disengaging back into *carte*, without drawing the arm back, and lunges.

In the second phase, B makes two parries. First, of *sixte*, which is deceived, and, second, of *carte*, carrying A's blade out of line.

In the third phase, B adds a direct riposte to the second parry. After several repetitions of each phase by both fencers, all three phases should be done again, starting from the *sixte* engagement. The instructions for the simple disengage apply here also, with one addition—the lunge should not be started until the second disengage is completed.

The *one-two-three* is similar to the one-two, but has a third disengage. It is practised in the same manner. It is a good idea to vary the rhythm of the feints and disengages. For example, make the first disengage slow, then speed up the remaining two.

In the *cut-over*, or *coupe*, from an engagement of *sixte*, A lifts the point of his foil, using his fingers and wrist, and with a slight bending of the elbow passes his blade over the point of B's foil. His arm straightens, and the lunge follows. This exercise is practised after the fashion of the simple disengage, from both sides, using the parry and the direct riposte in the later phases.

The use of two cut-overs in succession is rather dangerous in competition, as the target is left unguarded too long, and a stop-thrust may get in easily. It may be practiced, however, to exercise the wrist. The single cut-over is an effective maneuver, especially against an opponent who presses with his blade. It may be combined with the disengage, to make a series of complicated attacks.

Thus far we have dealt with the principal attacks used against the two simple parries in the *high lines* (*carte* and *sixte*). Attacks may be made also below the blade and sword-hand, the *low line*. These attacks have their own parries—the *septime* (seventh), and the *octave* (eighth). To begin, the two fencers engage in *carte*. A lowers his point to the *low line*, thrusts,

**THE** accompanying article is a continuation of the second in a series by Alvar Hermanson, who has been fencing coach at the University of Chicago since 1926. The first article, which appeared in the December, 1945, issue, dealt with the background of fencing.

# Fundamentals of Foil Fencing

By Alvar Hermanson  
Fencing Coach, University of Chicago

and lunges. From the *carte* guard, B drops his point in a semi-circle, first inward to the right, then outward to the left, to the level of the thigh. This parry, (*septime*) forces A's blade to the left of the target. The parrying hand does not move out of its place. Following this, B makes a direct riposte, and A makes a *septime* parry.

Note that there are four phases of this exercise—the attack, parry of *septime*, riposte, and parry of the riposte with recovery—which fit well into the pattern of the simple disengage exercise. This may be varied by B lifting his point after the parry, and making his riposte high line. A then parries *carte*. Here, however, we are getting away from the direct riposte, and it should be remembered that the riposte has quite a number of possibilities.

The same exercise may be done from the *sixte* guard. A lowers his point, and thrusts in the *low line*. B makes the parry of *octave*, the tip of his foil describing an arc downward, from *sixte* to *octave*, beating A's blade out to the right. B then ripostes directly, or disengages in the *high line*. A parries *octave*, or *sixte*, as is needed.

Often the movement attendant upon this attack in the *low lines* is called the *low-high*. Like the one-two, it is a feint into an uncovered part of the target, forcing the parry, and a return to the original part now open. With both fencers on guard in *carte*, A feints an attack in the *low line*. On B's parry of *septime*, A deceives it by returning to the *high line*, and lunging. At this point, B returns from his parry of *septime*, to parry *carte*, from which he makes a direct riposte. A parries *carte*, and recovers.

The *low-high* may be done just as well, or better, from *sixte*. A feints in the *low line*, evades B's parry of *octave*, returns to *sixte*, and lunges. B makes his second

parry in *sixte*, and from there, a direct riposte, which A parries *sixte*, recovering.

All four parries are made with the thumbnail up a position approximating the old *supination*, now seldom used in its true position.

Each of these simple parries has a corresponding counter-parry. We shall describe two, the *counter carte*, and the *counter sixte*.

In the first phase, both fencers are engaged in *carte*. A disengages, thrusts, and lunges. B, using his fingers and wrist only, makes a circle around A's blade, bringing it back to the original position. B's blade goes under A's foil, then up and back to the left, striking A's blade with a smart tap, completing the encirclement. This is the *counter-carte*. B ripostes directly.

In the second phase of this exercise, A executes a *double*. A disengages, and B makes the counter-parry of *carte*. A deceives (evades) the parry, passing his point around the parry. A lunges, and makes the touch.

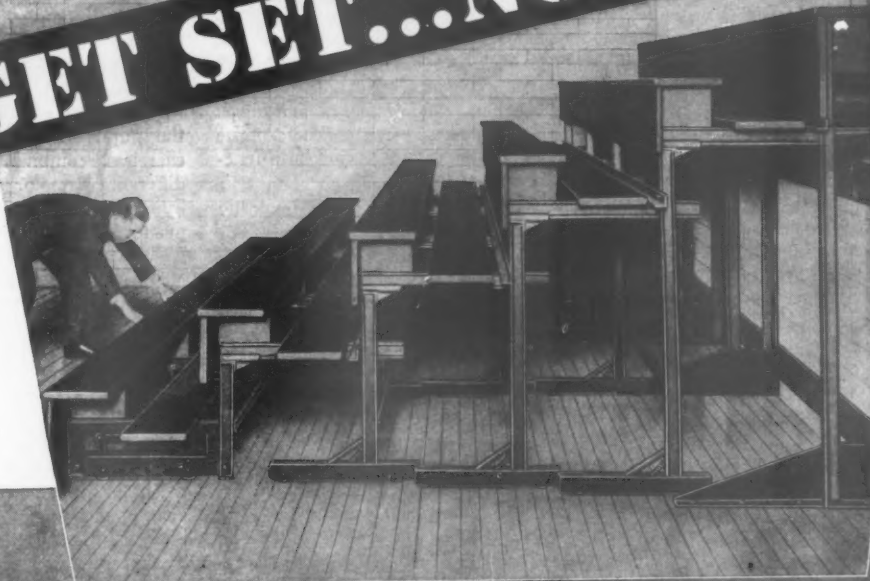
In the third phase, B makes, in addition to his counter of *carte*, a simple parry of *sixte*, to beat aside A's *double*, and goes directly from *sixte* to riposte. Variety may be introduced by having B execute two counter-parries of *carte*, instead of the counter-*carte*, and follow with a simple *sixte*. The same exercise may be repeated from the *sixte* guard, using the counter parry of *sixte*.

It will be seen that judicious use of the counter-parry, varied with simple parries, creates unforeseen difficulties for the attacker, and keeps him guessing. Here is some advice on the use of the counter-parry:

Remember that it is slower than the simple parry. Do not make the circle too wide, or too narrow, as the counter-parry may then catch the opposing blade on the forte with the foible, which can then be over powered, and the parry will fail. For the same reason, do not use the counter-parry against a wide disengage, although counters may be especially effective against the fencer who tries to "go around the corner" of a simple parry, by throwing his hand to the side. This, however, is unorthodox, and a stop-thrust may work just as well. We have now mentioned six basic parries, and a variety of attacks. In parrying, remember to meet the attacking foil with that section of the blade extending from the middle to the guard. Both the blade and the parry are stronger in that section. Avoid wide and heavy parries, make them narrow, light, and swift. In the offense, we have described straight attacks, in which speed is a major asset; feint attacks, which make the opening by deception, and, examples of a type of secondary offense—four direct, ripostes and two of the most complicated variety.

Force attacks have been mentioned. Their purpose is to use strength to make

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an opening for an attack, or, combined with deception, to "upset" the defense, for the same purpose. The most common one is the *beat* attack. With the fencers engaged in *carte*, A withdraws his blade slightly, and then returns, striking B's blade sharply and quickly on the middle, or on the *foible* with the middle of his own blade, before he extends, and lunges. A's beat should be strong enough to throw B's blade out of line. This should be repeated in *sixte*. In the *beat-disengage*, A beats B's blade lightly not to open the line, but to stiffen B's resistance, so that A may now disengage, and lunge.

The *press* is executed in the same manner as the beat, but without removing the pressing blade. It pushes the defender's blade out of line, and may be used in the same way. In practice, the fencer should follow the pattern for the beat, and for the *beat-disengage*.

In the *glide*, or *graze*, A raises his hand to place his *forte* on B's *foible*, pressing B's blade aside, and continues the pressure, as he thrusts, and lunges. B may parry, by a continued resistance, until A's blade nears the middle or the *forte* of his blade, when he may apply more pressure.

As in the preceding force attacks, A may make a light glide, just enough to cause B to resist, and then follow with a *disengage*. The *disengage* should be reserved until the last possible moment, and it should be wide enough to avoid hitting B's arm at that close range. For this reason, the *glide-disengage* is accomplished better from *sixte*, as there is no hazard to the sword-arm in making the *disengage*, and the movement may be started later.

Attacks on preparation, and stop-thrusts are terms often used interchangeably. These are attacks which are made on the preparation for, or during the execution of an attack. It is best to make such an attack when the opponent makes some error in starting to, or in making his attack, such as keeping his arm bent, advancing too close, or using too many cut-overs. It may be made in some cases, without lunging, by a mere extension of the arm. But, if no errors in form are committed, the stop-thrust (attack on preparation) is an effort to take the initiative away from the attacker, by breaking up his offense before he has finished his preparatory movements. For example, with both fencers in *carte*, A attempts to beat B's blade. B deceives the beat by *disengaging*, thrusting, and lunging. This should be practiced just as described. Note that the stop-thrust is made while A's sword-arm is still bent.

In the second exercise, A assumes the right-of-way by extending his arm, with his point in line with the target. That is, A, from an engagement of *sixte*, *disengages*, straightening his arm. B beats—a swift sharp *carte* parry—A's thrust aside, and thrusts, and lunges straight toward

A's target. This, also, should be practiced as described.

In previous exercises, we emphasized the need for *riposting* after making a parry. For example, with the fencers engaged in *carte*, A *disengages* and lunges, B parries *sixte*, and A attempts to parry by opposing B's expected direct *riposte*. B, keeping his arm bent, *disengages* under A's blade, and scores. Next, this is done from the *sixte* engagement, and both *ripostes* are practiced by A. The exercise should be completed by having both fencers parry the *riposte*.

The *remise* is a second thrust made by the attacker, if his original is parried. For example A *disengages* from *sixte*, and lunges. On B's parry of *carte*, he seeks to score by replacing his point on B's target. The *remise* has no right-of-way against the immediate *riposte*, and should be used with caution. If, however, B does not *riposte*, or delays his *riposte*, this second thrust is a retaking of the offense, *redoublement*. This is an argument for *ripostes* to be made regularly, and quickly.

Two additional movements should be taught, the *advance* and the *retreat*. If the adversary is out of lunging range, the attacker must advance before lunging. This is done by putting the right foot forward a short distance, following immedi-

ately with the left. Actually the advance is a short shift forward, while maintaining balance and preparedness of the on guard position. The retreat is just the reverse, with the left foot moving backward first. A retreat may be used to avoid being hit, but it best employed to maintain proper distance and to supplement the parry.

Almost all of the fundamentals—or at least the most-used elements—of foil fencing have been explained, thus far. Should the pupil desire it, he may invent new exercises, combining the movements in different ways, or add to his knowledge by continuing under a capable fencing master.

We have attempted to show that mechanics alone do not compose fencing. The champion fencer must have good judgment of distance, in order that he may tell whether he is within striking range for his opponent, as well as for himself. His timing must be exact, in order that he may "get in" during that fraction of a second when the opponent is open, and he must combine timing with a sixth sense, to know when his opponent is unprepared. The champion fencer uses his intelligence to analyze his adversary's strengths and weaknesses, as well as his own and he makes his movements where and when they will do him the most good.

## The Flying Breast Stroke

(Continued from page 12)

rhythm, with the body and head riding higher, and staying at the same level at all times, the same position as in the glide stroke when breath is taken, and the chin is just out of the water. In the sprint stroke, breathing is done with very little change of head position, because of the higher ride on the stroke. Many sprinters breathe on every third stroke. Since the leg kick is shortened, much of the power is derived from the arm pull. There is little up-and-down motion in the sprint stroke, but care must be taken not to start the press on the hands too soon. If this is done, it will raise the body too high out of the water, and also tire out the swimmer much more quickly.

Swimmers do not have much variance in the fundamental press and pull of the arms under water. However, recovery over water varies with the individual. Some swimmers recover their arms as they would in the crawl stroke, while others use considerable rotation of the shoulders, turning the palms of their hands upward, with the thumbs back. Some swimmers carry their arms completely forward on the stretch, before hitting the water, while others hit the water out to the side of the body, and allow their arms to drift forward under the water to begin the glide.

If the arms are completely relaxed, in this style, the swimmer's speed is not retarded.

There are various types of breast-stroke kicks, but the one we have found most efficient is a semi-whip kick. In this type, after the legs are outstretched in the glide, they are brought up for the recovery, with only a one-third bend at the knees and hips. This is to lessen the resistance of the thigh against the water. After the knees and feet are kept together as long as possible, the whipping motion is started by driving the feet out and down to straighten the legs, then whipping them almost together, with some of the pressure applied by the sole of the foot. When the legs are about six inches apart, they should be completely relaxed, and allowed to drift upward. Relaxing, at the finish of the drive, enables the swimmer to obtain a better horizontal position, and to go farther on the glide. If the legs drive tightly together, they will cause a backwash which will cut down the efficiency of the kick, and will tend to pull the swimmer backward.

An excellent way for a swimmer to develop this kick is for him to practice kicking while wearing tennis shoes. This method develops leg muscles, and makes it easier for a swimmer to lift his feet at the end of a stroke, when actually swimming.

# We're making them now... Basketball shoes with "P-F"!



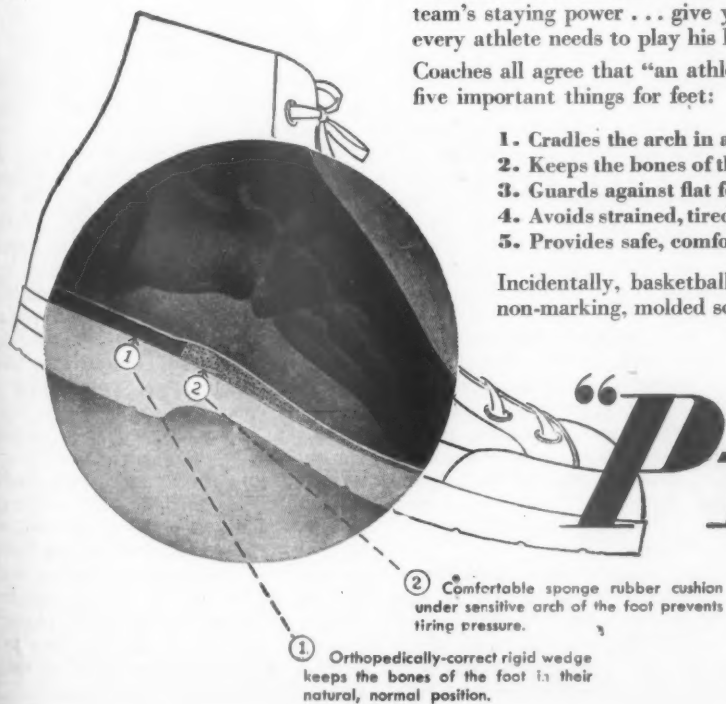
Shipments—limited at first, but with quantities steadily increasing—are being made to dealers as quickly as possible. It will pay you to keep in constant touch with your supplier.

Basketball shoes with "P-F"—Posture-Foundation will help increase your team's staying power . . . give your squad the kind of foot protection that every athlete needs to play his best.

Coaches all agree that "an athlete is only as good as his feet." "P-F" does five important things for feet:

1. Cradles the arch in a way that wards off strain.
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4. Avoids strained, tired leg muscles, increases "staying power."
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① Orthopedically-correct rigid wedge keeps the bones of the foot in their natural, normal position.

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Our swimmers have found that swimming with shoes on is very effective also to force more pull on their arms, and once they learn to work with the shoes, they want to use them to straighten out their strokes when they have trouble with timing. A regular training routine for a breast-stroke swimmer may be worked out from information contained in our article, "Developing the Average Swimmer," which appeared in the December, 1945, issue. Complete relaxation should be stressed at all times.

The racing start in the breast stroke is very important, and it must be made with a good, clean dive. Then, when the swimmer feels his momentum decreasing under the water, he should start a pull with his arms. The head should be kept up, and the body well-relaxed from the shoulders down. The pull is started as in the surface stroke, but when the hands reach a position under the stomach, there is a bending of the elbows, and the hands give a very distinct press and push, as they finish their stroke along the sides of the legs. The swimmer feels a very marked forward motion from this push. The coast and glide then continue, with the hands back at the sides. As the forward motion again slows down, the legs start their bend, as the arms recover. The leg kick then comes into play, and the arm press finishes, just after the leg kick. Again, the glide is with the hands and arms down at the sides of the body. This may be done for as many pulls as a swimmer wishes to use. Some swimmers like to go twenty to twenty-five yards before coming up. When the swimmer is ready to surface, his last pull should bring him out of the water, and his arms should continue on over the surface of the water, going into the rhythm of the stroke.

The turn should be started by grabbing the end of the pool with both hands, while pulling the knees up tightly under the body. By keeping his shoulders on a horizontal plane with the surface, the swimmer may, upon releasing his grasp, spin either to the right or left, keeping his arms close to his body. When completely turned, his feet rest against the wall of the pool, and his body sinks into position, with his head between his outstretched arms. His legs then push his body through the water at a depth of about eighteen inches, fully stretched, or "streamlined," for the glide position. As the forward momentum of the push-off lessens, the same action takes place as that which was described after the starting dive, the number of pulls again depending upon the individual. When practicing underwater stroking, a swimmer should do many more strokes than he expects to do in a race, in order to become accustomed to it, and to build up his wind. The most common fault in underwater swimming is stroking too fast, and not getting maximum efficiency from

the glide. Another fault is failing to get a good push with the hands, as they finish their underwater stroke, and gliding with the hands not back along the thighs.

Underwater work is of great benefit if done properly, and if the swimmer is in good condition. It may have a very harmful effect on those who are not in condition. Underwater swimming gives more speed to most swimmers than surface swimming, and it provides an opportunity for complete relaxation and rest.

Relaxation must be stressed, when coaching the flying breast stroke. Real perfection in the stroke may be attained only by practicing until it becomes the most natural way to swim. Changing back

and forth from "flying" to the orthodox form will defeat the swimmer's purpose, since different muscles and different timing are used in each style.

Our swimmers, who achieved excellence by swimming many miles of the flying breast stroke exclusively, no longer feel comfortable when they use the orthodox form. Once Patty Aspinall, "flying" on a mile straightaway course in a lake, decided to try a few orthodox strokes. After a moment, she said: "Coach, it is too hard that way." Similar incidents among our university swimmers offer proof that the flying breast stroke may become, with sufficient practice to master proper timing, a natural and easy stroke for any distance.

## Military Training and Education

THE following letter, emphasizing that universal military training will mean one extra year of education for those who need it most, was addressed to Connecticut Representatives by H. S. DeGroat, director of town and school physical education, Newtown, Connecticut:

"Two World Wars have come within the span of thirty years. This last one indicated clearly that the mental and physical health of our American brand of manhood was far from par. Actually, many of our young men were found to be not physically fit to live long and fully even in normal times.

"Many of the seemingly fit were rejected because they were not emotionally mature—mentally stable—enough to face the pressures and stresses that come with war conditions. They had not been trained to live in large groups, or away from home.

"Teachers in American public schools see thousands of our youngsters leave school as soon as they are sixteen. A majority of these youngsters have no further education in any form. Many of them, if they were to face the psychiatrists who screened prospective World War II soldiers and sailors, would be found poorly equipped and not adjusted to face life on a high level. They are untrained to work for a living, and they face existence on the lowest level.

"The one year of universal military training requested by President Truman would assure exposure of these thousands of youths to an experience impossible to attain under present conditions, and it would mean extension of our educational system, a means of training these thousands so that they would be better equipped emotionally and technically to face our complex life.

"Actually, it would mean an additional year of required education. Many colleges are now asking for five years of training in some fields, but this would affect only the top layer of our young men. The place where education is needed most is at

the lower level. We can well afford this addition to our educational system.

"The young man with an extra year's training will be a more apt student if he goes on to college. Many of our students are too young when they start college life. . . . If the plan provided for training after college, or in between college years, the training personnel would be dealing with material of officer grade. Either plan would give us a better product, a better citizen.

"Along with this extra year of training, we need to establish a full program of health and physical education for every child, from the first grade right on through high school. This should be a daily program.

"The combination of a complete health and physical education program, and a year of military training would be our answer to our allies that we are preparing basically to assure world peace. Forward-looking educators and armed service leaders should work together to map out the program for the year of military training.

"Pointing to the failures of other countries to establish successful programs of physical and military training is nothing more than an excuse on our part for our failure to do a good job of planning. In the past, no other nation has had the opportunity which we now have, nor has it had the factual material, and world outlook now in our possession. Prior types of military training in other countries did not have the same, high objectives as their goal. Their failures can have no effect on our proposed system, other than to make us attempt to do a better job of training our manhood to live longer and better, and to serve God, our country, and the world.

"The writer's conviction that universal military training is necessary is based on the experience gained by more than thirty years of teaching physical education to all age groups, in public schools, summer camps, playgrounds, a college of physical education, and the Y.M.C.A., plus two years of physical conditioning of air corps men during the recent war."



# The 1946 Intramural Softball Tournaments

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Sanctioned by The Amateur Softball Association of America—an allied member of the A.A.U. Awards by The Coca-Cola Company.

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Amateur Softball Association

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Please enter our high school in the Amateur Softball Association Coca-Cola 1946 Intramural Softball Tournament. It is understood that at the completion of this tournament by our school a set of 10 Sterling A. S. A. Coca-Cola Softball Awards will be sent us without charge.

We will have

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School name

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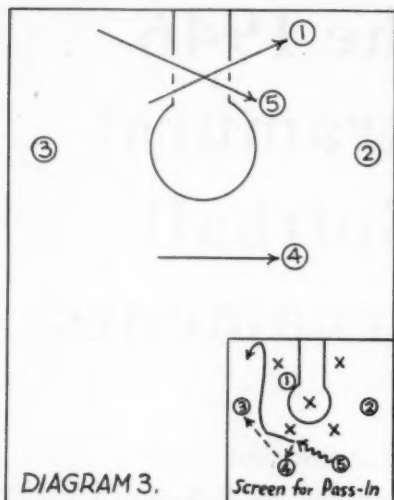
No entry fees. No obligation. Just fill out the coupon and mail it in. You will be mailed brackets and all instructions giving full details for conducting your own tournament. Do it today . . . and get valuable awards laid aside for your school by The Coca-Cola Company.

## A Moving Offense

(Continued from page 15)

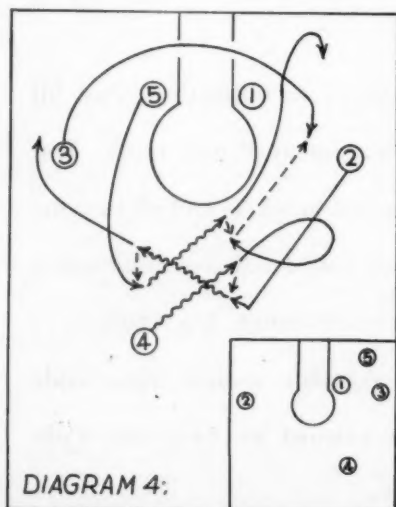
he approaches his spot, in order to be in a position to receive the ball immediately, if he is open, as in Diagram 1.

As shown in Diagram 4, at any time 4 is pressed, he should dribble with the



"weak side" forward coming out, and with 5 coming out on the opposite side. In order to again set up the formation, the other forward circles down under the basket, to arrive at a spot about even with the free throw line, on the other side of the floor. The first forward coming around 4, a guard, should be alert to pass the ball in to 5, or 1, and cut, in the event the defense loosens, or begins to show signs of man-for-man tendencies.

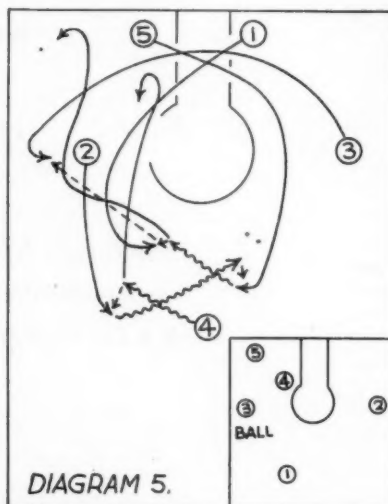
Some coaches like to work the fifth man into the offense. Thus, as shown in Diagram 5, 4 may be worked down the floor, especially if he possesses attributes of finesse similar to 1. This applies, also, if 1 has good back-guard qualifications. He



will be the "out" man, and he must get back quickly on defense. Four dribbles to his left, on a slant, with his left hand, stops, and back-passes to 2, who gets set for a "two-hander," then dribbles with his right hand, on a slant, stops, pivots on his right foot, and passes to 5, who has arrived in a set-shot position. As 1 is faking his shot, 5 is producing a running screen past the first line of defense. One passes to 3, who takes the ball on 5's screen, as 5 proceeds to his spot, being careful to turn toward the sideline, so that he will be ready for a pass if 3 decides to pass to him.

It should be evident, by now, that if 1 is pressed he may dribble to his right, 2 comes out, and the continuity goes on for the set-up on the opposite side of the floor. One would change with 4, as shown in Diagram 6.

In the offense previously mentioned and illustrated, 5 is the key screener, and must be coached in all rules pertaining to this kind of maneuver.



As shown in Diagram 6, 1, when pressed, and unable to find an open man to pass to, dribbles. This is the signal for 2 to come out, fake a "two-hander," dribble with his left hand, stop, and back-pass to 5, who gets set, and fakes his "two-hander."

Five now dribbles to his right, stops, and passes back to 4, who has come out. Four fakes a set-shot, and passes to 3, who has swung around under the basket to approach his spot, as 5 produces a running screen while going to his spot. Four is now the emergency back guard.

Note that while 2 has the ball on a backward pass, 1 and 5 are in double pivot position, as shown in Diagram 5. Also, 4 and 5 are in double pivot position, when 2 has the ball, as shown in Diagram

## Athletic Journal To Observe 25th Anniversary

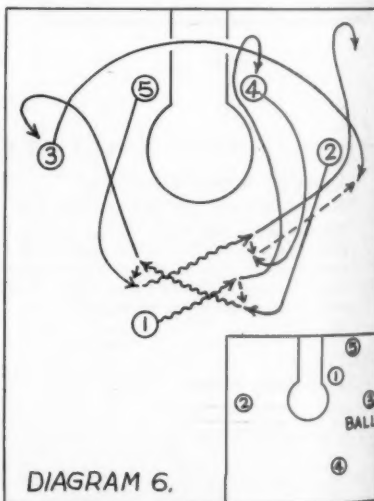
MARCH, 1946, will be another milestone in the history of the nation's oldest magazine devoted to the promotion of amateur athletics on a nation-wide basis—the 25th anniversary of the Athletic Journal.

Founded in 1921 by the late Major John L. Griffith, then associated with the University of Illinois, the Journal was moved to Chicago in 1922, its present location. Major Griffith, later Commissioner of the Big Ten, directed the editorial policies of the publication until 1938, when his son, John L. Griffith, Jr., took over as publisher. Major Griffith continued writing for the Journal until his death more than a year ago.

The original issues of the Journal, somewhat like the pocket-size magazines of today, contained the first printed advice on coaching, other than an occasional coaching textbook. Through articles in the Journal, coaches and athletic directors of high schools and colleges exchanged information. Devoting its pages each month to seasonal, technical articles, the Journal continues to serve amateur athletics with the same purpose as its founder had in mind when he obtained as authors for the first series of articles such noted coaches as Zuppke, Yost, Stagg, Bible, and others whose ability has been proved through the years.

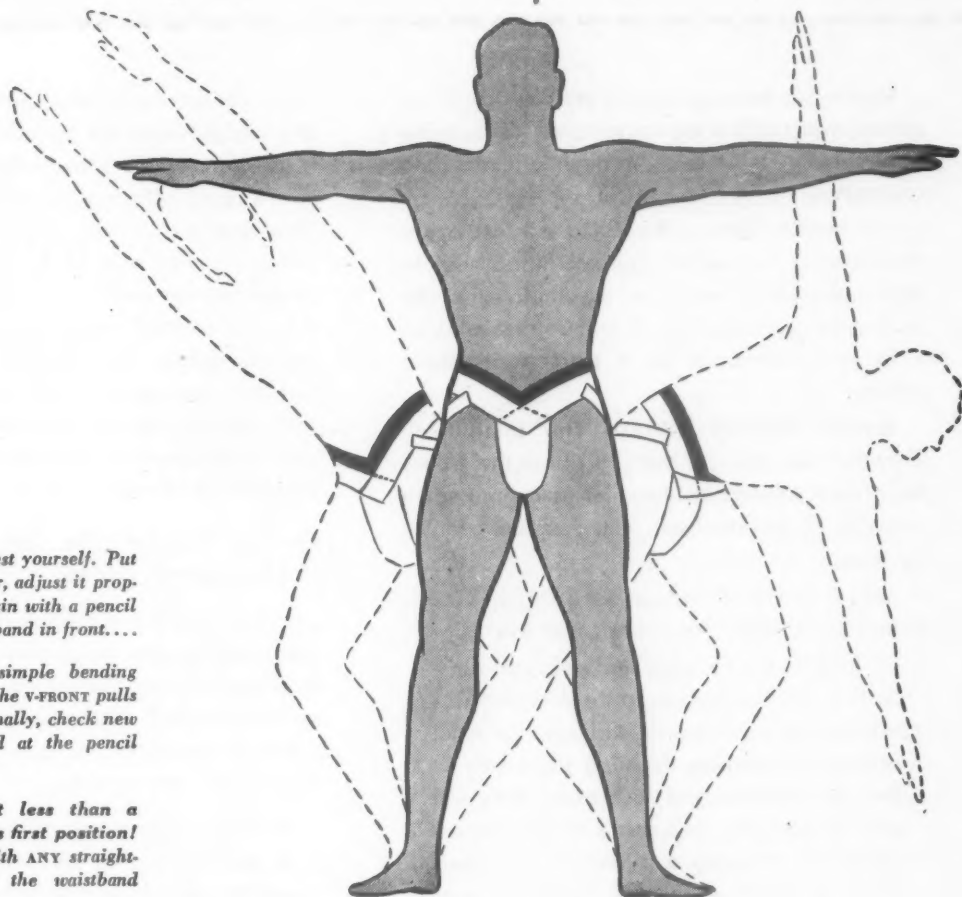
A special anniversary issue in March—the past, present, and future of amateur athletics—will commemorate the Journal's 25th year.

6. Plays which will function against a man-for-man defense may be developed as various steps of this continuity. However, man-for-man plays should be numbered, and practiced over and over so that the variations become a habit with the players. Numbering play situations, in time, enables players to have something intelligent to talk about during time outs.



# NO SLIP! NO SAG! NO CHAFE!

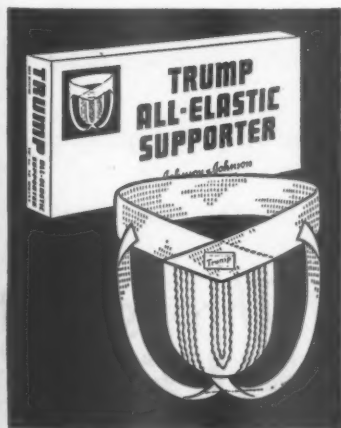
## WITH JOHNSON & JOHNSON V-FRONT SUPPORTERS



• Make this simple test yourself. Put on a TRUMP Supporter, adjust it properly and mark your skin with a pencil along the top of waistband in front. . . .

• Then take some simple bending exercises. (Note that the V-FRONT pulls UP as well as IN.) Finally, check new position of waistband at the pencil mark. . . .

• You will find it less than a quarter-inch from its first position! (Try the same test with ANY straight-front supporter and the waistband slips 2 to 3 inches.)



**TRUMP.** All-elastic supporter with 3-inch waistband has the exclusive V-FRONT to provide firmer support and more perfect fit.

The new V-Front marks a long step ahead in supporter design, fit and comfort. V-Front supporters are tailored to the body shape . . pull UP as well as IN . . will not slip, sag or chafe. The net result is firmer support, neat form-fit, complete comfort in use.

In addition, the new Johnson & Johnson supporters have all-elastic webbings which allow extra stretch with full recovery. They are made for action, built to do a better job longer.

Note! Our stocks are still limited by military needs but we are supplying dealers by allotment and will do our best to meet all needs.

**Johnson & Johnson**  
NEW BRUNSWICK, N. J. CHICAGO, ILL.

# Where Do

---

Your name belongs among the already large group who realize the importance of building a physically fit America through athletics and recreation.

The Institute aims not only to interest every American in increased physical fitness, but to induce the entire nation to accomplish this objective by participating in some form of athletics and recreation as a part of its daily routine.

#### **Dealer Members Praise The Institute**

Better than we can tell you about the benefits of The Athletic Institute, let us reprint some extracts of letters from some of our dealer members.

John F. Lawlor of the Lawlor Sporting Goods Company, Lincoln, Nebraska, has this to say:

"Besides the prestige and personal satisfaction that will accrue to dealers and distributors in assisting in this all-important problem of making America physically fit through athletics and recreation, they will also be carrying their share of the responsibility of arousing a public consciousness of the necessity of keeping American manpower strong and healthy. At the same time, they will be assisting in the job of creating a larger consumer demand for athletic equipment, which certainly will reflect on all of us as individuals in our own localities.

I think we should all feel that the scope of The Athletic Institute promotional activi-

ties is limited by the size of its budget, and this budget must be increased materially if the work of The Athletic Institute is going to be more effective on a national scale. Now that the war has partially aroused a public consciousness of the value of sports in developing health and over-all fitness, it is most certainly necessary that the entire sporting goods industry work more closely together in a common undertaking in order that America will not slip back into the rut, such as happened between World War I and World War II."

George Buechel, The Sutcliffe Company, Louisville, Kentucky, states:

"The Sutcliffe Company regards the work and promotional effort of The Athletic Institute as of great importance to the entire sporting goods industry and considers it important that this work be continued and expanded.

In order to carry out a national program, it is necessary that the Athletic Institute have the moral and financial support of every manufacturer, dealer and distributor of sporting goods in the United States.

We consider our subscription as a sound business investment."

Johnny Lynch, Dunlap Sporting Goods Company, New Orleans, Louisiana, wrote this:

"I am convinced that The Athletic Insti-

## **INQUIRE HOW YOU CAN**

**Promote War Memorials That  
Live In Your Community.**

## **Keep Fit Through Ath The ATHLETIC**

**A Non-Profit  
209 South State  
Col. Theodore P. Bank, President**

THE ATHLETIC JOURNAL

# o You Fit In?

---

tute is advertising our business far more effectively than we could do as individuals.

One phase of the Institute's promotional activities alone, warrants the support of all of us. That is the promotion of increased sports facilities and programs in all American communities.

In addition, there are the intangible benefits from the Institute's activities in arousing interest of public education groups and other agencies concerning the necessity of increased sports participation programs in America. Such benefits are not immediate and can only be evaluated over a long period of time.

For these, and other reasons, I'm firmly convinced that we dealers and distributors should look upon The Athletic Institute as our parent organization for promotional and advertising purposes and should support it accordingly."

## **New Era of Activities**

During the war, government regulations, the manpower situation and various other unavoidable restrictions, limited the activities of The Athletic Institute, just as it limited progress and activities of business and industry in general.

Commencing with 1946, however, the Institute has set up plans for increased activities and projects which call for a considerably increased budget. Included among such projects

are the production of a brochure on Living War Memorials, as well as other printed materials for national distribution. Other important projects include the production of a movie short depicting the value of community sports and recreation programs, and the employment of several field representatives, who will be available for expert guidance on a community or state level.

## **Cooperation of All Necessary**

Whatever your connections are with the sporting goods business, you owe it to your own prestige to join The Athletic Institute. The benefits of this membership during the present intensified national drive for physical fitness will make your membership one of the best investments of your business career—it will insure future prosperity.

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## Football Rule Changes

(Continued from page 22)

where the pass was made, plus the loss of a down if the pass is made by the team which put the ball in play by scrimmage. The loss of down will not, of course, apply when Team B violates, but the former distance penalty of 15 yards is reduced to 5 yards.

**Time Outs:** The number of time outs during each half has been increased from three to four. When a substitute is sent in from the bench, while the clock is running, and before the ball is ready for play, a time out will be charged, but only sufficient time will be allowed to complete the substitution. If the substitution interval is less than two minutes, the captain of either team may request use of the balance of the two minutes as a charged time out. Thus, consecutive time outs, without an intervening play, are now possible. After a team's legal time outs have been used, further requests for time outs will not be allowed except for the benefit of an injured player. In addition, after use of all legal time outs, a substitution from the bench, while the clock is running, will draw a penalty as a delay of the game, and time will resume when the ball is ready for play. Specific provision for the final two minutes of either half has been eliminated, except in situations described in the preceding sentence.

**Size of Numerals:** The size of numerals worn by players has been increased to provide an eight-inch numeral on the front of a jersey, and a ten-inch numeral on the back. Numerals are to be of a single, contrasting color.

**Position of Backfield Player:** One backfield man of Team A, if stationed with his hands in position

to receive the ball if passed backward between the snapper's legs, may be legally less than one yard behind his scrimmage line when the ball is snapped, and when in such position is not required to receive the snap. Thus, the ball may be snapped directly to another back. A player in such position is ineligible to touch a forward pass unless his entire body is at least one yard behind his scrimmage line when the ball is snapped.

**Enforcement of Penalties:** Enforcement of a penalty for a foul, occurring after the ball is dead, will be at the spot of the succeeding play rather than at the spot of the foul. So-called double fouls, occurring after a dead ball are to be disregarded, except that disqualified players must leave the game, or if one foul is minor and the other disqualifying, the disqualification distance penalty is enforced from the spot of the succeeding play. All fouls committed during a play in which there is an incomplete legal forward pass will—except for defensive interference—be penalized from the spot where the ball was put in play. An exception to the enforcement of a penalty for a foul during the time there is a free ball—usually loss of the ball at the spot—occurs when a ball kicked from scrimmage has crossed the line of scrimmage, and before it has been touched by the receiving team. Any foul, except illegal touching of the kick by a member of the kicking team, is penalized from the spot where the ball was put in play, and the kicking team retains the ball.

Several clarification and editorial matters were approved, the principal one being that which applies to use of hands and arms by the team on offense.

## Purdue Recreational Institute

"Music while you work," together with planned programs of industrial recreation, are very much a part of the modern industrial picture, according to Dr. Floyd R. Eastwood, professor of industrial recreation at Purdue University, who has announced that the Third Annual Industrial Recreation and Music Institute will be held at the University, February 6 to 9.

The Purdue Institute has been planned to serve as a national clearing house for the discussion and solution of industrial recreation problems, together with the special problems and techniques associated with industrial choral and instrumental music. It is open to personnel, employee service, and recreation directors in industry and to recreation and music specialists in private and municipal agencies.

"Men and women in industry are interested in living environments which in-

clude opportunities for contacts with their fellow workers, as well as their foremen and supervisors," Dr. Eastwood said. "Recreation and music provides these experiences through inter-departmental athletic, social, and cultural activities. Today, many employees finish the work day tired. Their fragmented work has created a boredom which they interpret as fatigue. This group especially requires reinvigorating physical and mental activities."

Opening the conference, Alan Curtiss, vice-president of the Scovill Manufacturing Company, Waterbury, Connecticut, will keynote the four-day institute with a talk on "Recreation, and a Sound Industrial Relations Policy." Sigmund Spaeth, famous radio and stage personality, will speak on "Common Sense in Music." K. C. Pratt, public relations counsel, New York City, and editor of "Stet" the trade paper for

house magazine editors, will discuss "Using House Magazines to Promote Employee Relations," at the dinner meeting, February 7. Other special lecturers will discuss topics in their fields.

The Institute will hold separate sessions for persons interested in recreation and music, the former headed by Dr. Eastwood, and the latter by Albert P. Stewart, director of musical organizations at Purdue University.

### Anniversary Issue

**THE** March, 1946, issue of the *Athletic Journal* will commemorate the Journal's twenty-fifth year of service to amateur athletics. Readers, whose subscriptions expire with the February issue, should send in renewals at once to assure receiving the special March issue.

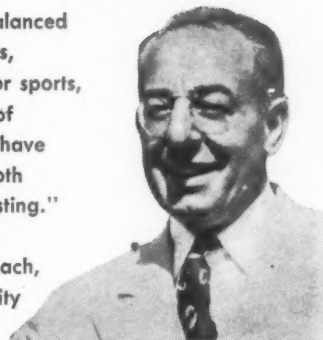


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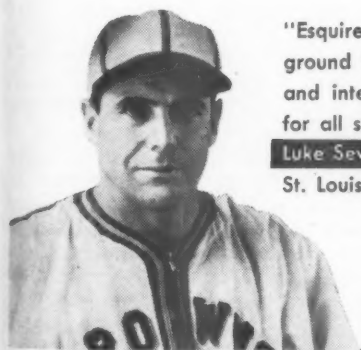
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**Clark Shaughnessy**

Head Football Coach,  
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# Games Are Tools

(Continued from page 16)

Although, the study gives an idea of what the college graduate uses for recreation, it does not offer much information about the lad who did not go beyond high school. Yet, an appreciable number of our college graduates resides among these lads, and participates in community activities with them. In the Newell thesis, there was this significant statement by a man who was graduated from Wesleyan University in 1932.

"I have found that knowledge of all games is necessary, if one is to find companionship in his physical activities. In one locality, the group with whom you can afford to play may like handball. In another, they may choose softball. In still another, they may choose, hiking, hunting, fishing, and the like. Therefore, it seems to me that the duty of the physical education department is not to stress any particular type of game, but rather to place emphasis on the need to exercise; on the joy, sport, and companionship that participating in a game can bring, and, finally, on the mental stability which comes from pride in a well-developed body. The average person, if inculcated with the proper zeal for exercise and sports while in college, will find the ways and means which others of his age and financial standing use to obtain their recreation and exercise, and he will follow their choice, unless he has become stilted and obstinate in his ways because of an unbalanced physical education schedule in college."

Next, let us look at our games and activities from another angle, their groupings. Perhaps this will tell us something which we need to know in using them as tools. I do know that when we look upon them as tools, we are more apt to use them in a normal way, and not let them control us and our program.

Following are two listings. The first is by Clark Hetherington who wrote the *School Program in Physical Education*, and the second is a listing from *The Physical Education Curriculum* by William Ralph LaPorte.

## Hetherington

1. Self-testing achievements, and stunts. Apparatus stunts.

2. Athletic games: (a) Individual sports, track and cross country; (b) single and dual tennis, handball, golf, bowling, squash, ping pong, and badminton; (c) team games, baseball, basketball, volleyball, football, softball, soccer, hockey, and touch football, and (d) personal combative, wrestling, boxing, and fencing.

3. Water activities: swimming, and canoeing.

4. Winter activities: skating and skiing.

5. Related activities: hiking, fishing, horseback riding, hunting, sailing, and bicycling.

6. Formalized activities and calisthenics.

7. Not listed.

## LaPorte

1. Gymnastics: Free exercise, heavy apparatus, marching, tumbling and pyramids.

2. Athletic games: (a) Individual sports, life-saving, tennis, archery, squash, golf, track, and handball; (b) Minor games, badminton, ping pong, horseshoes, bowling, deck tennis, croquet, paddle tennis, tether ball, clock golf, and shuffleboard; (c) Team games, speedball, softball, boys basketball, baseball, girls basketball, football, soccer, touch football, volleyball, and field hockey, and (d) Combative, boxing, elementary and advanced, wrestling, elementary and advanced, fencing, elementary and advanced.

3. Aquatics: swimming, elementary and advanced, and diving, elementary and advanced.

4. Not listed.

5. Not listed.

• 6 Listed under gymnastics.

7. Rhythmics: folk dancing, elementary and advanced; clog and gym dancing, and modern dancing, elementary and advanced.

## Classifying Activities As To Their Contributions

Now, let us examine the activities from an entirely different viewpoint. LaPorte has listed many of them according to their contributions to the individual. This following listing was made by the committee on curriculum research of the College Physical Education Association. We quote from the report: "*Physical contribution*: The *physical* and *organic* growth and development of the child, and the improvement of the body function and body stability.

"*Social contribution*: The contribution of the social traits, and qualities which go to make up the good citizen, and the development of sound moral ideals through intensive participation under proper leadership.

"*Psychological contribution*: The contribution to the psychological development of the child, including satisfactions resulting from stimulating experiences physically and socially.

"*Safety contribution*: The contribution to the development of safety skills which increase the individual's capacity for protection in emergencies, both in the handling of himself, and in assisting others.

"*Recreational contribution*: The contribution to the development of *recreational skills* which have a distinct function as hobbies for leisure-time hours, both during school, and in after-school life."

All-around contribution is a total of the five contributions.

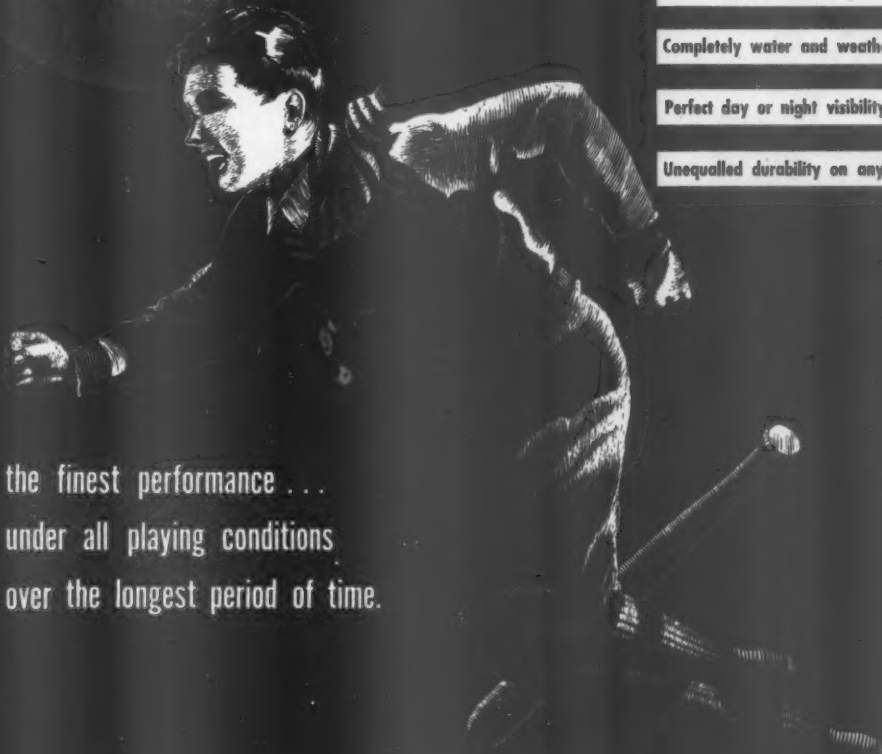
Table 2 lists the various activities according to their all-around contribution. From this listing, a trained educator may

Table 2

Activities Classified As To Contributions

Rank	All-Around	Activities	Phys.	Soc.	Psy.	Saf.	Rec.
1st	8.3	Swimming and diving	10	7	8	10	3
2nd	8.0	Football	10	10	9	6	5
3rd	7.6	Soccer	9	8	8	6	7
4th	7.2	Basketball	10	8	8	5	6
	7.2	Playground Ball	8	8	7	5	8
5th	7.0	Life-saving	7	7	8	10	3
	7.0	Tennis	8	6	7	4	10
6th	6.8	Baseball	8	7	7	5	7
	6.8	Speedball	9	7	7	5	5
7th	6.5	Boxing	10	5	7	7	5
	6.5	Wrestling	10	5	5	7	5
8th	6.2	Track	8	6	7	5	5
	6.2	Touch Football	8	7	6	5	5
	6.2	Water Polo	8	7	6	6	4
9th	6.0	Handball	9	5	5	3	8
10th	5.8	Gym games and relays	8	6	5	4	6
	5.8	Folk Dances	6	5	6	3	4
11th	5.7	Golf	6	6	6	2	8
12th	5.2	Modified Games	6	6	5	5	5
	5.2	Tumbling and Pyramids	8	4	5	7	5
13th	5.0	Squash and Sq. Tennis	7	4	5	2	7
	5.0	Gymnastic dancing	7	5	6	3	4
	5.0	Clog and Tap Dancing	6	5	5	3	6
14th	4.5	Fencing	4	4	6	4	4
15th	4.0	Heavy Apparatus	4	2	4	4	4
	4.0	Archery	2	3	4	4	7
16th	3.6	Horseshoes	3	4	2	1	8
17th	3.0	Free Exercises	6	2	3	2	2
18th	2.2	Marching	2	3	3	2	1

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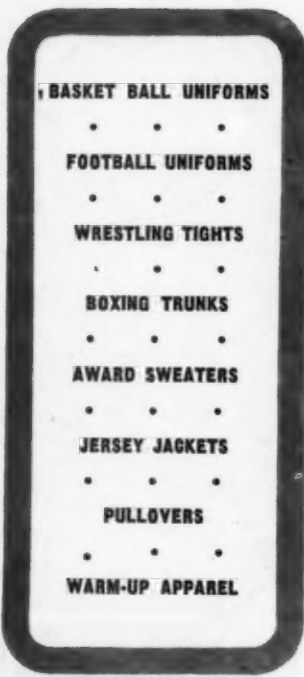
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evaluate his own program. He will be able to see what is in his program thus far, and what is left out, and whether something should be added, or perhaps allowed the pupil in the way of summer camping, scouting, or some other agency's program.

## Summary for Ready Reference

Table 3 summarizes the information which has been presented thus far. A thoughtful, well-trained coach or teacher of physical education uses games and activities, as the tools of his profession, to prescribe for the growth of the youth under his charge. He sparks the life of the adults, as well as the school children, by his prescriptions. The attitudes and recreation activities of the entire community are influenced by his prescriptions, a reflection of the program which he organizes and promotes.

## Achievement Scales

The army and navy used achievement scales to test the physical fitness of our service men. The use of certain activities to test skills is a very definite way of using our activities as tools. Measuring the skills of our youth on achievement scales gives the youngster a real interest in many of our activities. Also, it is one way in which the individual may test himself, and

build up self-confidence. The coach or teacher who uses the following sources will appreciate the work done by the authors:

*Achievement Scales in Physical Activities for Secondary School Girls and College Women*, by Cozens, Cubberley and Neilson; A. S. Barnes and Company, 67 West 44th Street, New York 18, New York.

*Physical Education Achievement Scales for Secondary School Boys*, by Cozens, Treib and Neilson; A. S. Barnes and Company.

*Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High School*, by Neilson and Cozens; A. S. Barnes and Company.

There is a need of more thought being put into similar evaluations of various games and activities. Each one that is woven into the program needs to be evaluated as to its contribution and place. The games of kickball and fistball, which lead up to baseball; the game of endball which prepares for basketball, and the games of kick-the-stick, duck-on-the-rock, and similar ones, are of use to the neighborhood youngsters in their home play and in small groups. The makers of kites, toy boats, and toy airplanes are in the picture also because many of the future instructional positions will be a town recreation job, involving both the schools and the community.

Table 3

Activity	All-Around Contributions		College Alumni		Grouping
	Score	Rank	5-yr. Rank	10-yr. Rank	
Apparatus Stunts	4.0	15th	27.5	30	Self-testing
Badminton			9th	12	Single and dual
Baseball	6.8	6th	10th	8	Team game
Basketball	7.2	4th	11.5	16	Team game
Bicycling			30	29	Related
Bowling			17	18	Single and dual
Boxing	6.5	7th	25	26	Combative
Calisthenics	3.0	18th	18	17	Formalized
Canoeing			11.5	11	Related
Fencing	4.5	14th	27.5	27.5	Combative
Fishing			7.5	4th	Related
Football	8.0	2nd	21.5	23	Team game
Golf	5.7	11th	3	3	Single and dual
Handball	6.0	9th	13	10	Single and dual
Hiking			4	6	Related
Hockey			20	21.5	Team game
Horseback Riding			14	15	Related
Hunting			16	13.5	Related
Ping Pong			25	21.5	Minor game
Sailing			21.5	20	Related
Skating			5th	5th	Winter
Skiing			7.5	9th	Winter
Soccer	7.6	3rd	23	27.5	Team game
Softball	7.2	4th	19	19	Team game
Squash	5.0	13th	6th	7th	Single and dual
Swimming	8.3	1st	1st	1st	Aquatics
Tennis	7.0	5th	2nd	2nd	Single and dual
Track	6.2	8th	24	24.5	Individual
Volleyball	6.8	6th	15	13.5	Team game
Wrestling	6.5	7th	26	24.5	Combative

# Basketball Takes to the Air

**R**ADIO STATION KXL in Portland, Oregon, made sports broadcasting history recently when it sent sports editor, Rudy Lachenmeier, on a transcontinental tour with the University of Oregon basketball team, in order to bring play-by-play action to the listeners at home. Rudy's play-by-play accounts originated direct from Chicago, New York, and Ohio, exclusively for his listeners on the Pacific Coast. His comments follow:

"After broadcasting from the Chicago Stadium, Madison Square Garden, and the Ohio State gymnasium, I find little, if any, attention has been given to radio, as far as providing adequate facilities to bring the fast action to listeners. At Chicago Stadium, the world's largest indoor arena, a table was set up on the main floor, accommodating the radio technician and, with some crowding, the announcer, and one assistant. The mammoth arena is equipped nicely to take care of the newspaper men—typewriters, phones, etc. Yet, while interviewing Frank Richardson, editor of the *ATHLETIC JOURNAL*, at half-time from Chicago, we competed at the

top of our lungs with an organ version of Chickery Chick. A similar lack of a soundproof broadcast booth was apparent in Madison Square Garden, the world's most famous arena. Ned Irish, sports promoter, leaned over a railing to be interviewed, while the writer stood in a suspended cage. The garden organ, too, blared loud competition. At Ohio State, the local station was "set up" at a tiny table in the middle of the balcony, while the writer sat on the lower one of five stone steps, off center. Forgetting the case of rheumatism which the writer developed, it was a bit embarrassing interviewing Ohio State's public relations man, Bill Snypp, while fans scrambled over and around us during half-time.

"These 'gripes' are meant to be constructive. Our experience proves that broadcasting facilities, with soundproof booths, are to be desired in the large arenas, as well as in the new post-war gymnasiums. The sportscaster should have microphone outlets to pick up organ music, or any other outside color and crowd noise. The booth should be centered, with the middle stripe, and it should be behind and above the

floor, far enough so that the sportscaster may see the entire playing floor. There should be space in the booth for an announcer, his two assistants, a technician, and elbow room to interview half-time guests.

"The response from these history-making sport broadcasts of the University of Oregon games was beyond expectation. Enthusiastic listener reports came in from California to Canada. The only criticisms were because of unwanted 'noises,' such as organ music, shuffling feet, and what not. If these objectionable interferences were removed, the fan would get a better, more interesting report of the game. The better the radio report, the greater the following of basketball. Television, and more frequent radio broadcasts of basketball will bring a demand for better facilities in the nation's larger arenas and gymnasiums. But, it is to the credit of any high school or college, planning a post-war athletic building program, to recognize the public relations possibilities of radio, possibilities which will be greatly enhanced by proper, and practical broadcasting booths."



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# South Africans Play Battleships' Ball Team

By D. N. E. Kain

**A**N explanation (or perhaps apology) is required for the introduction to this article, in case it is thought irrelevant to the title. But, in order to get a clear picture of the position in South Africa, as far as baseball is concerned, I thought it might be as well to take the plunge, and write this introduction first.

To put the matter briefly, baseball is going ahead by leaps and bounds in South Africa. The coming of peace has given a tremendous impetus to the game, and in all the large centers, new clubs have been formed. It is evident that contact with the Americans in the various war zones has had the effect of stimulating interest in this fascinating game. Players of football, the national game of South Africa, realize that baseball is an excellent tonic against weight, and that it keeps them fit for the ensuing football season.

The new baseball season, which started on Saturday, October 27, 1945, is going with a swing, despite playing field difficulties, and the present exorbitant prices and shortage of the necessary equipment. All clubs are experiencing a shortage of bats, but players are experimenting with South African varieties of wood.

One of the most enthusiastic centers of baseball in South Africa is at Worcester, Cape Province, namesake of the American Worcester in Massachusetts. Those responsible for boosting the game are the members of what is known as "The Bolland Baseball Union," which arranges matches with Cape Town teams, and teams from neighboring towns.

In the sport reviews in the local newspaper, it is quite a common thing to see names like "Atom-bomb Bashoff," and to read reports like the following: "Baseball calling Worcester! Attend our games, and you will soon realize that here is a game as thrilling to the spectator as it is to the player. Fifty million Yankees can't be wrong!"

Thus, was the stage set for the arrival of 4,000 Americans on the United States battleships Tennessee and California, with three attendant destroyers of their task group. The United States Consulate in Cape Town received a radiogram to the effect that two strong baseball teams, chosen from the complement of both the battleships, would be willing to play three matches during their brief stay in Cape Town.

On Thursday, November 15, the task group moved into Cape Town's new harbor, and the big ships tied up. Arrangements had been made to play the baseball

matches on Saturday, November 17. At two-thirty that afternoon the U.S.S. California team was scheduled to play U.S.S. Tennessee team. A team from the battleships was then to play a combined South African Universities side.

By noon on the day of the match, all accommodation on the stands at the Newlands Rugby field had been booked. The railway stand was reserved for the visiting sailors who would be admitted free of charge.

And the result of the match was a win for the Americans after a hard fought game. The score was 6 to 4. The previous match, that between teams from both

*THE accompanying account of two baseball games played in South Africa was sent to the Athletic Journal by Dewick N. E. Kain of the Worcester Standard & Advertiser of Worcester, Cape Province, South Africa. Undoubtedly, American athletics and American athletes contributed much toward establishing goodwill throughout the world during the recent war days.*

battleships ended in a win for the California "Bears" against the Tennessee "Rebels." The score was 8 to 6.

It was eighty-two years ago that Cape Town had the pleasure of entertaining a large contingent of American fighting men. It was then that the Alabama fought and captured the Sea Bride within sight of Signal Hill overlooking Cape Town. Yes, we like the Americans, but especially do we enjoy the rich baseball they provide.

## Out-of-Bounds Plays

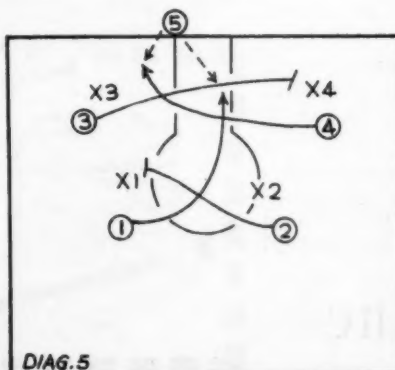
(Continued from page 14)

Diagram 5 shows a well-designed double screen play, with a player breaking in from either side.

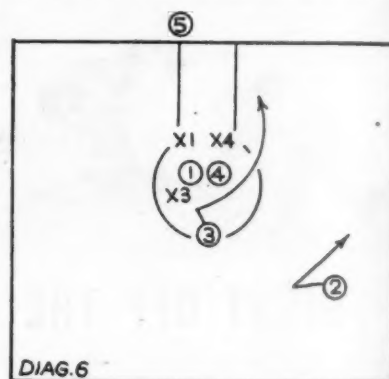
Diagram 6 shows a very effective play designed for a fast driving player. One and 4 line up shoulder to shoulder. If 3's guard comes around these two players to guard 3, he is "lost." Three fakes, and drives him one way, then cuts him off on the two-man post by driving the other way.

Diagram 7 illustrates the simplest of out-of-bounds plays. It will work, however, if a fast, clever faker is available. One, 2, and 4 fake and feint to hold the attention of their guards. Three then feints with his eyes and hands, as if to receive a pass. This should cause X3 to step forward, or at least to reach forward. Three then fakes, and attempts to "beat" his guard to the basket. Since guard X3 has his back to the basket, 3 has a good chance to get there first.

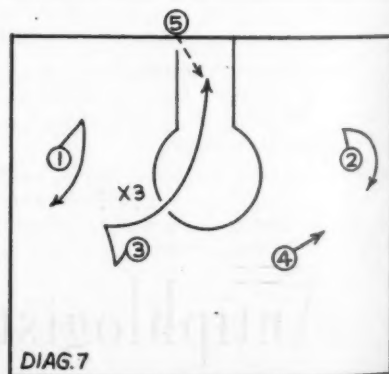
Diagram 8 illustrates an often used but effective sideline, out-of-bounds play. Four takes the ball out on the sideline. Five fakes back, and drives to meet a pass from 4. Three comes up, and sets a screen on X4. Four fakes one way to get better position, and then drives for the basket.



DIAG. 5



DIAG. 6



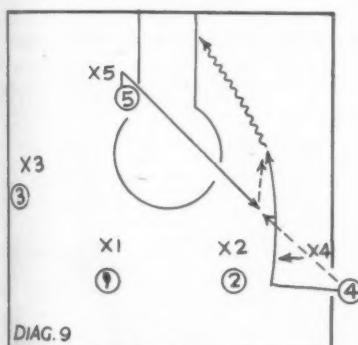
DIAG. 7

If X3 shifts off to stop 4, 3 should be clear. The guards, 1 and 2, "cross-block" in order that one of them may be in the clear. Five passes to the cutter who has gotten in the clearest position.



DIAG. 8

Diagram 9 shows a play to be used late in a game when the team on offense is ahead or if the score is tied, and the defense is pressing closely. Five fakes back to get a "break" on his guard, and drives to meet a pass from 4. Four passes to 3, fakes to the left, and runs his guard into 5, as he cuts for the basket.



DIAG. 9

The success of out-of-bounds plays depends upon individual finesse, and attention to detail, as do all other offensive maneuvers. The player who takes the ball out-of-bounds must be coached carefully on passing fakes. Otherwise he may not be able to get the ball to the cutter, regardless of how well the other four men execute the play. Usually, it is best for a tall center to handle the ball. Faking high, and then bouncing a pass low is a good way to get the ball in to the cutter. Players must make full use of fakes. They should get in the habit of faking in one direction, and then going in another direction. All players not directly involved in a play should feint continuously to hold the attention of their guards. This prevents one man's guard from getting away to break up a team mate's play.

A large percentage of games are won by margins of no more than two to six points. Well-conceived, out-of-bounds plays will help a team win more than its "fair share" of the close games.

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# Training for the 880 in High School

(Continued from page 24)

race during the league season, and finished with a time of 2:01.7.

On the west coast, the spring track season is a long one. The first meet is held about the middle of March, and competition continues until the Southern California championships in June. This situation demands careful training, since the boys should begin their preliminary training about the first of February. We are careful not to over-train them. Following is the schedule which we used for the half mile during the 1945 season:

## The First Two Weeks

The same schedule was followed as that indicated for the first two weeks of the cross country training period.

## The Second Two Weeks

**Monday:** (1) Every boy weighs in before and after each practice; (2) jog a lap, followed by ten minutes of calisthenics; (3) stride 100 yards, three times, at 50 per cent speed; (4) stride 300 yards at 75 per cent speed, and (5) jog an easy lap.

**Tuesday:** (1) Jog a lap, followed by ten minutes of exercises; (2) stride 220 yards at 50 per cent speed; (3) take five, sprinting gun starts of 25 yards each; (4) stride 300 yards at 75 per cent speed, and (5) run 440 yards, with the last 220 yards at almost full speed.

**Wednesday:** (1) Jog a lap to warm up, followed by ten minutes of calisthenics; (2) stride 300 yards at about 75 per cent speed, walk a lap to cool off. Rest twenty minutes, and (3) run 220 yards at full speed. Rest. Jog an easy lap.

**Thursday:** (1) Jog a lap, followed by ten minutes of calisthenics, to warm up; (2) take three gun starts of 40 yards each, and (3) stride 660 yards at 50 per cent speed.

**Friday:** (1) Jog a lap, followed by ten minutes of calisthenics, and (2) take four starts of 25 yards each.

**Saturday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) warm up for a time trial by following this schedule: stride 100 yards at 75 per cent speed, rest a few minutes, then stride 330 yards, starting out slowly and finishing with a burst of speed, and take one sprint start of 25

yards. This warm up should be taken about thirty minutes before the time trial. During the waiting period the runner should not be on his feet. A few minutes before the trial he should do a little jogging, and some striding.

## Meet Season Schedule

**Monday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) take three starts, and run 75 yards each time at full speed, and (3) run 1320 yards at full effort one week, and the next week, run one and a quarter miles at full speed. Alternate this procedure from week to week.

**Tuesday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) take several gun starts of 40 yards, and (3) run two or three 220's at full speed, with adequate rest between each run.

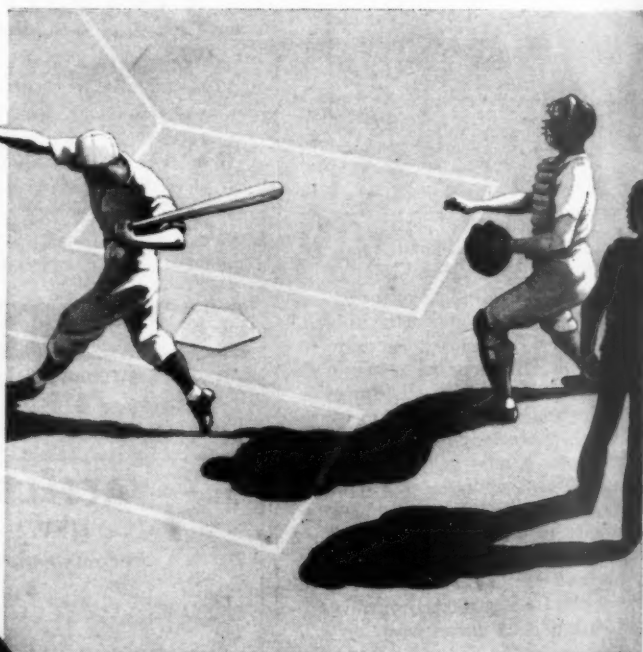
**Wednesday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) run a fast 660 yards, and (3) jog a lap.

**Thursday:** (1) Jog a lap, followed by ten minutes of calisthenics; (2) take five to seven starts, with the sprinters, 40 yards each time, and (3) jog an easy lap.

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Friday: (1) Jog a lap followed by ten minutes of calisthenics, and (2) rest, and prepare plans for competition for Saturday.

Saturday: The winners should follow the type of warm-up suggested previously for the time trials in competition. Different methods should be tried out until a suitable one is found.

The aforementioned schedule was worked out to fit the average candidate for the track squad. Experience has proved that it is fairly satisfactory. The reader will notice that ten minutes has been set aside every day for calisthenics, a part of the daily warm up. The writer is convinced that proper exercises are necessary in track, and that they aid in the development of track athletes. We suggest the following exercises: push up, chinning, sit up, high kick, knee bend, ground hurdling, "ride the bicycle," and bringing each knee up to the chest, and then kicking sharply, out and down.

We are convinced that the best type of training for the half miler is a fall season in cross country, in order to develop endurance. Then, in the spring, attention should be paid to developing speed through many 220's and 440's.

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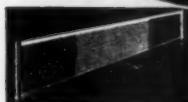
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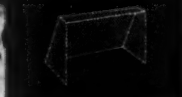
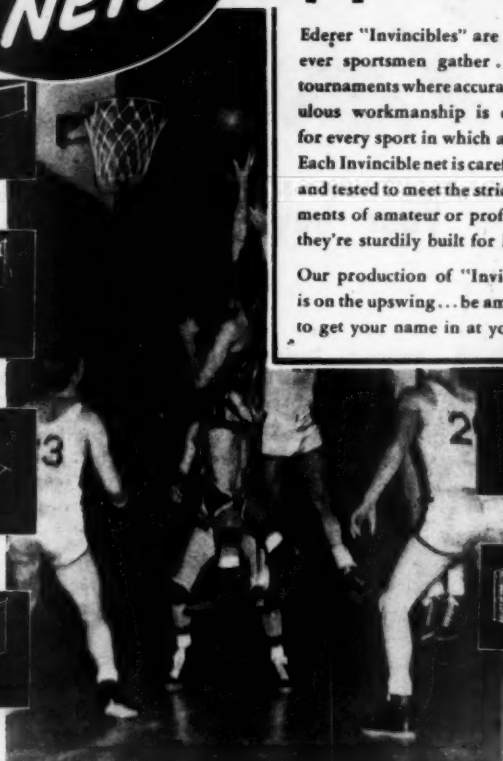
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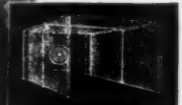
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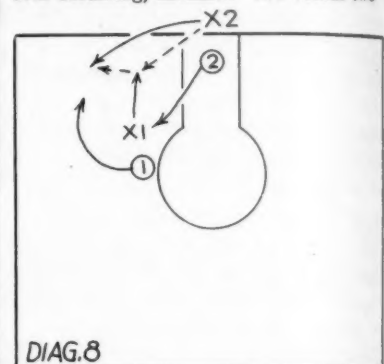
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## Basic Defensive Play

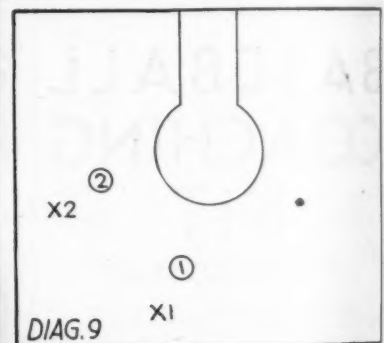
(Continued from page 13)

end of the floor, cuts sharply to the middle, and screens X2 off on X1. Thus, he is open for a lob pass from O1, and for an unmolested shot. A quick change by X1 will solve the situation.

A great deal of intelligent drill is necessary if a team expects to solve these rapid, ever-occurring, offensive "two versus two"



situations. Players must talk, and they must have their changes timed. They must recognize the situation, and be familiar with its solution, ascertaining where it is strong and where it is weak. Diagram 8 shows a drill I use, in my for-

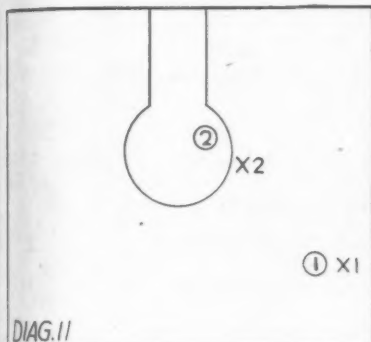


ing man-to-man defense, in which we change players on screens. It is my "two versus two from the back court" drill. Defensive players O1, and O2 try to prevent X1, and X2 from getting the ball in



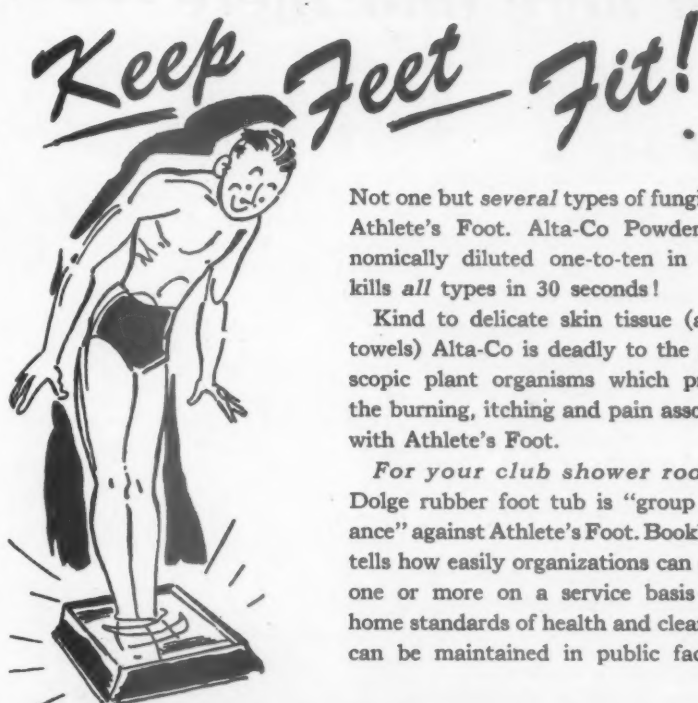
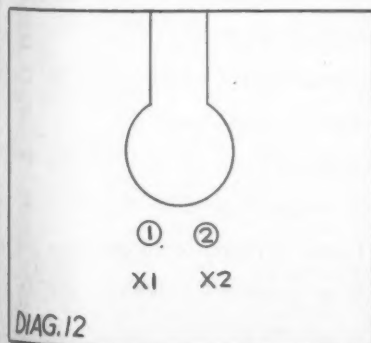
bounds, and then from working it up the floor. Usually, X1, and X2 are guards and centers, and O1, and O2 are forwards and centers. Centers, as well as forwards and guards, should have practice in both sides of this drill, so that they will know the situation "on the other side of the fence." A simple change is shown at the start. Many defensive situations may occur as X1, and X2 work down the court.

Diagram 9 shows a situation where X1, a guard, has the ball, and where X2 is a forward. O1 should be a forward, and O2 a guard. From this set-up, the "guard-forward" offensive, and defensive play may be solved. Diagram 10 shows a "guard-center" offensive set-up, versus a "forward-center" defensive set-up. XI has the ball. Diagram 11 shows a drill for an offensive "forward-center" set-up, and a "guard-center" defensive set-up. If a drop-back defense is used—one where the forwards, or front line men, do not take the



men working the ball up the floor until they are into the front court—the drill shown in Diagram 12 works very well. Usually, in this drill, O1, and O2 are the forwards, and X1, and X2 are the guards.

Drills in "two versus two" situations should be held at every practice, and they should be recognized, and used as a part of all defensive play. Thorough knowledge of these situations, plus the ability to solve them, not only makes defensive play rapid and aggressive, but it also helps build defensive morale, a necessary factor for a winning team.



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# from here and there - - -

(Continued from page 4)

**TEACHERS** and administrators of health and physical education, and athletic coaches, from private and public schools, and colleges, who comprise the membership of the Mid-West Physical Education Association will meet in Columbus, Ohio, March 20-23, for the Association's thirty-third annual convention.

\* \* \*

**RAYMOND F. BLAKE**, now on terminal leave, as a lieutenant in the Navy, after directing athletic activities at the U. S. Naval Air Station, St. Louis, has been appointed basketball coach at Washington University, St. Louis. Former football and basketball coach at Eastern State Teachers College, Charleston, Illinois, Blake will serve until the end of the present school year, directing, also, the Bear's baseball squad. . . . Dana X. Bible, head football coach at the University of Texas, and a college football coach for thirty-two years, will retire from the coaching field in 1947, to become director of athletics at Texas. Blair Cherry, assistant football coach, has been named to succeed him.

\* \* \*

**CLARENCE "BIGGIE" MUNN**, line coach at the University of Michigan, has been named head football coach at Syracuse University, succeeding Ossie Solem who resigned. . . . Max Hannum, who fourteen years ago took the post as Carnegie Tech basketball coach, "until a permanent mentor could be assigned," has resigned to devote full time to his work as manager of the College's bureau of news and publications. He will be succeeded by George "Red" Silverman, a former Tech star.

\* \* \*

**BERNARD "SONNY" WEISSMAN**, assistant athletic director at the Illinois Institute of Technology, Chicago, has been named basketball coach to replace Robert E. Meyer who resigned. A member of the Tech coaching staff for seventeen years, Weissman has coached baseball, boxing and wrestling. . . . Edwin "Goat" Hale, head basketball coach and assistant football coach at the University of Mississippi, has resigned. . . . There is every indication that a normal flow of sports equipment will not exist until late in 1946, or early in 1947. Industrial troubles, and a shortage of materials have delayed production. Normally, manufacturers, dealers, and users of athletic equipment maintain a backlog against demand. At present, none of the three has a normal supply, least of all any excess. . . . Carroll Widdoes, football coach at Ohio State Univer-

sity for the past two years, requested that he be returned to his former post as assistant football coach. Ohio's athletic board granted the request, and named Paul Bixler, assistant football coach, to the head coaching post. Widdoes was named "Coach of the Year" in 1944. His teams won sixteen games and lost two during the 1944-45 seasons.

\* \* \*

**JOHN H. BARNHILL**, athletic director and head coach at the University of Tennessee since 1941, has succeeded Glen Rose as head football coach at the University of Arkansas. Brig. General Robert Reese Neyland, now on terminal leave, will return to the University of Tennessee as head coach. . . . Wallace Wade, who, as football coach at Alabama and Duke, led five teams to the Rose Bowl, will return to his coaching duties at Duke for the coming football season. . . . Henry Shenk, drafted in 1943 to succeed Gwinn Henry, athletic director and head football coach, who resigned, has announced that he will resign as head football coach at the University of Kansas to return to his former post as assistant professor of physical education at the university.

\* \* \*

**HENRY FRNKA**, athletic director and head football coach at Tulsa University, has been named head football coach at Tulane University, succeeding Claude Simons, Jr., who becomes Tulane's director of Athletics. . . . Less than 100 Ohio schools have six-man football teams. As soon as more coaches are available, smaller schools will have the opportunity to incorporate this type of game in their athletic programs.

## Y. M. C. A. Releases Volleyball Film

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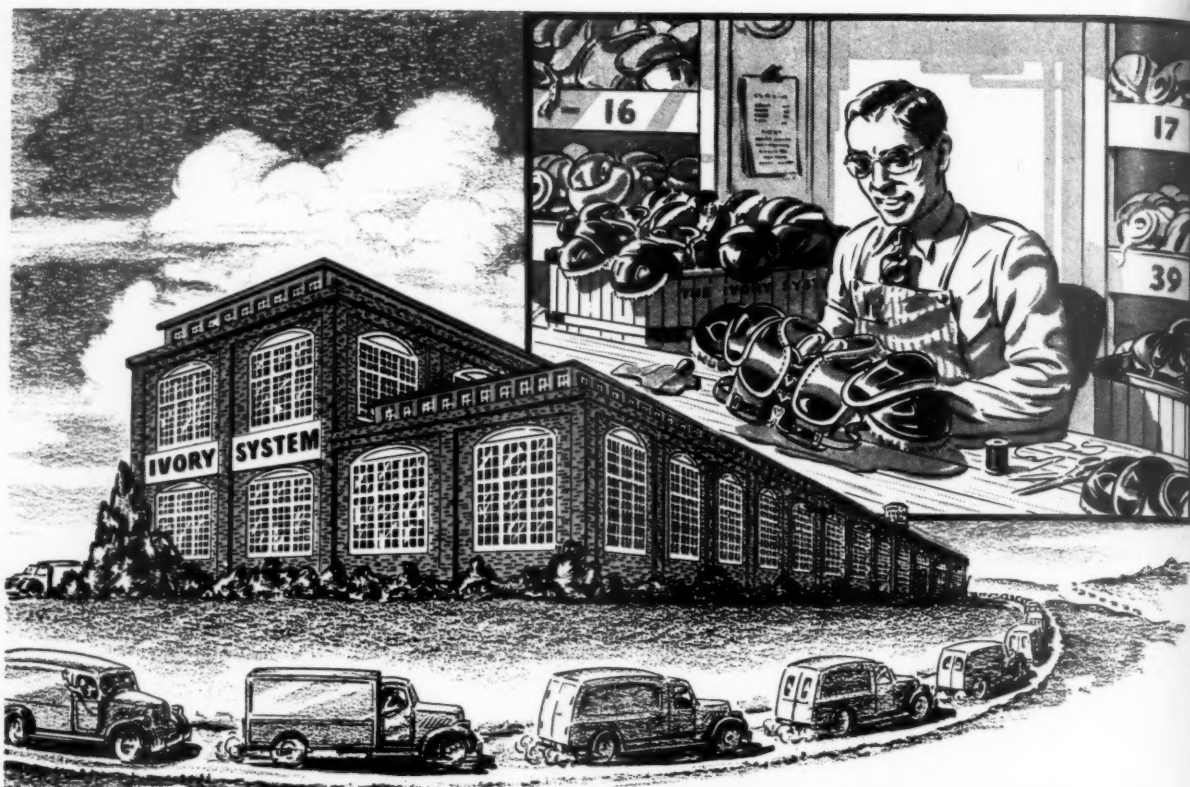
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